

# USING THE MEDIA FOR FAMILY PLANNING

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A PROFESSIONAL DEVELOPMENT MODULE

EAST-WEST COMMUNICATION INSTITUTE

 EAST-WEST CENTER

Module Text



USING THE MEDIA FOR FAMILY PLANNING

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Module Text

Workbook

PROFESSIONAL DEVELOPMENT MODULES

A series of learning modules for professional and administrative staff working in development communication programs.

• John Middleton, General Editor

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East-West Center

East-West Communication Institute

Honolulu, Hawaii



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## FOREWORD

Any discipline faces the challenge of translating what it learns from research and practice into a form usable by persons who apply knowledge to problems. This challenge is particularly demanding in the field of economic and social development, and nowhere more so than trying to inform and educate people about the problem of population.

Population problems exist, in one form or another, throughout the world. To help solve these sensitive and difficult problems, a large number of countries depend upon a group of professionals working in what has come to be called Population IEC (information, education, and communication). These professionals, working under great difficulties, often isolated from the sources of learning, feel a continuing need to keep up with recent knowledge in their field. The East-West Communication Institute, under the general supervision of Dr. Robert P. Worrall and the specific direction of Dr. John Middleton, and with the support of the U.S. Agency for International Development, has made an effort to respond to this need.

The Modular Learning Materials, of which this is one unit, are not quite like any other learning materials in the subject area. They have been developed with the aid of scholars and practitioners, and tried out by representatives of the audience for whom they are intended: working professionals. Consequently, they represent a blend of theory and practice in what we believe is a usable form and one we hope will be widely helpful.

Wilbur Schramm

## EDITOR'S INTRODUCTION

These materials are part of a series of development modules designed and produced at the East-West Communication Institute to assist professionals working in population and family planning information, education, and communication (IEC) programs in sharpening their professional skills. A wide range of expertise--drawn from IEC programs in Asia and the United States, from universities, and from the Communication Institute staff--has been brought to bear on the development of the materials. Acknowledgment of authorship is given in each module. The project has been supported with a grant from the U. S. Agency for International Development.

We began this project with the major goal of producing professional instructional materials which, in addition to serving as the core of population IEC professional development programs at the Institute, could be adapted and used in a variety of training and development settings. To this end we have attempted to make each module as complete and self-sufficient as possible. The modules are self-instructional to lessen the burden on teaching and training staffs, and to facilitate their use on an individual basis. We have built the modules around real life cases, problems, examples and data, and have sought at all times to strike a balance between principles and techniques for practical application.

A basic premise of our work with the modular materials is that they will be constantly revised. As we use the materials in Honolulu, and as cooperating institutions use them in other institutional settings in Asia, Africa, Latin America, and the United States, we receive feedback which helps us refine and improve the modules. We are especially grateful to the 40 participants from Asia, Africa, Latin America, and the United States in the First Modular Program of Professional Development in Population and Family Planning IEC who helped us conduct the first full field test of the materials in Honolulu in the spring of 1974. Their critical review and commentary has been a rich source of ideas for improvement. We owe a similar debt of gratitude to the numerous IEC experts around the world who reviewed and criticized the materials. A special vote of thanks is due the Planned Parenthood Federation of Korea, which has generously shared with us the results of their project to review, revise, and adapt modules for their own use.

Recognizing the need for continual improvement of the modules, we are nonetheless sharing them in this "second revised form." We encourage non-profit education and training institutions to use the materials, revising, adapting, translating and tailoring them to meet their needs. We would be grateful for feedback on the nature and results of such efforts.

We intend to continue developing existing modular materials and will be adding modules as the need arises. Institutions interested in obtaining copies of the modules and audiovisual support materials are encouraged to write to the Communication Institute for more details.

The conceptualization and coordination of the project has been the work of the Task Group for Modular Professional Development. Without the creativity and hard work of these people, there would have been no modular materials: Ronny Adhikarya, George Beal, Jerry Brown, Ellwood B. Carter, Sanford Danziger, James R. Echols, O.D. Finnigan, Francine J. Hickerson, Ying Ying Hsu, D. Lawrence Kincaid, David Kline, Sumiye Konoshima, Jan LaBrie, Iqbal Qureshi, David Radel, Syed Rahim, Merry Lee San Luis, John Shklov, Mary-jane Snyder, Victor Valbuenà, Hichul Whang, Margaret White, and Robert P. Worrall.

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John Middleton  
Honolulu, 1977

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## INTRODUCTION

Whatever your job in the family planning program, you have picked up this module because you believe it will be of some use to you. You may be the information officer, the head of the clinic, or even the director of a local program and you know that you, alone, cannot tell the whole family planning story to all of the people you wish to reach.

Will Using the Media help you reach some of the objectives you have set for your program? It certainly can. How much, of course, is up to you. If you take the principles and examples discussed here and adapt them with insight, imagination and the necessary hard work so that they apply in your country or locale, you can create measureable impact.

We'll need to start with some basic assumptions. Who is the audience for this module? Anybody who has some degree of responsibility for the media unit in a family planning or development program and who may read and learn from it. Primarily, of course, it is directed specifically at those who will work closely with each medium and make the decisions as to "which," and "how," and "why." It will not make those decisions for you.

In any discussion on optimum choice of media, always remember that no one medium can do it all. All media are complementary and supplementary in any campaign. None of the media really should be identified in isolation. But dealing with them one by one for a full and complete understanding of each medium may lead to the most effective use of all--or a selection of several--in concert. The role of the person who develops the "media mix" may be compared to the orchestra conductor who, knowing each of his instruments and the message in the music, directs the playing of all of the instruments together to achieve beautiful music and the hoped-for effect upon his audience.

When you finish the module, if you are the director of a program, you will have a good idea what your information officer is working with--or up against--and will be able to be supportive and cooperative when he/she makes requests of you.

If you are the information director, public information officer, or whatever your title, you will have a broad look at your options. You will be better equipped to help the director make wise decisions in public pronouncements based on your media knowledge.

You may have a large or small staff with a wide range of skills. You may or may not have access to a large budget. But the principles we will explore apply to the job you are doing.

You may be given the task of planning. (If so we assume you have worked through the module PLANNING COMMUNICATION FOR FAMILY PLANNING with great care.) Someone else may have done the basic planning--and you may need only to develop the media approaches. You will need, then, to implement the plans and it is well to remember that it takes the same basic components to plan a cottage as it takes to plan a cathedral--dreams, plans, building materials, priorities, timetables, skilled workers, money, and evaluation. What we are doing here is developing some of the building blocks.

MEDIA? What are the "media"? More precisely, what is a medium? When you stand and gossip with your neighbor you are a medium of transmitting information. The list of media is surprisingly long and includes, of course, newspapers, television, radio, and magazines. But enlarge your thinking. What about pamphlets? Posters? Puppet shows? Films? What about skywriting? A red triangle on the rear end of an elephant? They are media, too.

Frank Wilder, in his paper, "Getting More Out of the Mass Media,"\* lists 84 different media, some of the subsections of larger media--and even then he missed some. As an exercise in your Workbook, see how many different media available for use in your own country you can list. Let your imagination guide you and, as you think of one you may think it does not apply, list it anyway. You might be surprised at how they can be adapted.

When you have listed all you can, check the Wilder list (Appendix I). You probably have some he never thought of. It may give you some new ideas, because ideas--are the substance on which success is built.

Your task is not an easy one. You are asking individuals to make decisions and change behavior patterns that have been part of their culture for centuries. In order to do this, you will need to use every principle of communication.

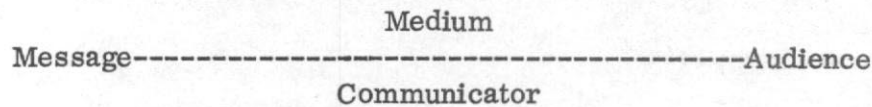
Four key questions that are the basic creed of good communication always apply:

- Who is your Audience?
- What is the Message? What do you want to say? What do they want to hear?
- Which Media?

---

\* Paper prepared for the Conference on Family Planning and National Development of the International Planned Parenthood Federation and the Indonesian Planned Parenthood Association at Bandung. June 1969.

- Who is the best Communicator?



### THE "NINE KNOWS"

To help you develop your own checklist in using the media well, we offer the "Nine Knows":

1. Know Your Program.
2. Know Your Public(s)--and all about them (Audience).
3. Know What You Want to Say to Each--(Message).
4. Know Your Media--what each can and can not do (Media).
5. Know the Media Personnel--and how to serve them.
6. Know Your Budget.
7. Know Your Resources--and the capabilities of your staff.
8. Know Your Job--and how to practice it.
9. Know How to Mix the ("Media").

We'll examine these one at a time.

#### 1. Know Your Program

What are you selling? Think of family planning as a product--it really is. Your job is to sell it. If you are peddling soup or soap or automobiles it is necessary for you to know everything possible about your product and what makes it appeal to potential customers. The same is true of your program. Who are you? What do you want to accomplish? For whom? Why? How?

Take an inventory. What are you selling? Birth control for women? A service? Better maternal health? Child spacing? A better sex life? Population education? Sex education? Quality of life?

What do you know about these services? Are the doctor, nurses, field-workers kind? What is the clinic like? Have you visited it? Is it clean?

Pleasant? Are the clients treated well? What methods are available?

If you do not know, find out! You cannot sell your product from your desk in Central City until you have been in the field, seen what is happening, talked to the staff, the clients, the local people. Become enthusiastic--or you cannot sell it.

## 2. Know Your Public(s)

This is another way to say, "Who is your audience?" Who IS your audience? Patients? Clients? Would-be clients? Should-be clients? What is a client? A woman of 35 with 7 children? A girl of 18 with none? Men? Drop-outs?

What about your other publics? Teachers? Politicians? The press? Take time to list as many audiences as you can think of. List below all of the audiences to whom you are trying to speak. Do not concentrate just on possible clients. Include the key people in your country whose opinion or whose publicly stated support of your program could be of value to you.

- |           |           |
|-----------|-----------|
| 1. _____  | 13. _____ |
| 2. _____  | 14. _____ |
| 3. _____  | 15. _____ |
| 4. _____  | 16. _____ |
| 5. _____  | 17. _____ |
| 6. _____  | 18. _____ |
| 7. _____  | 19. _____ |
| 8. _____  | 20. _____ |
| 9. _____  | 21. _____ |
| 10. _____ | 22. _____ |
| 11. _____ | 23. _____ |
| 12. _____ | 24. _____ |

Two Thai women we know did this exercise to identify their most important audience. "The Queen!" they said. "If she came on her balcony and said, 'Plan your families!' Our job would be half done."

Listing your publics (your potential audiences) is not enough. Any specific information you can compile about those you want to reach will make your job easier--and your success more likely. What does your audience want to know? What do they already know about your services? What do they read? How much is in error? Do they listen to radio? What do they listen to? What are their blocks and biases--financial? religious? moral? Their fears? Their taboos? What else?

List ten more things you would like to know about your audiences?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Other people have need of the same information. There may be considerable market research available to you. Find where it is in your country. If someone else has compiled the material there is little point in trying to obtain it yourself. It is entirely possible that your program needs may be considered "public service" and the cost minimal, if any. If you must pay, the cost to your program will be well worth the money.

Suggested sources include: universities, market research firms, advertising agencies, large businesses, local offices of multinational corporations, newspaper business offices, radio stations, television stations, government agencies, census bureaus.

There may be many more sources for this kind of information in your country or city. If there are none, or not what you need, you will have to seek some of the basic information for yourself. Try using questionnaires in the clinics. Can you gather information by polling local businesses? Go into the field and observe and interview the fieldworkers. "Brainstorm" and list the facts.



What information do you think might prove useful? How would you use them? Give this some thought.

#### SOMETHING TO DO

Choose a partner and together make a list of 20 types of market information and what use you might make of each.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



Now, looking at your list of desired facts, where else in your community might you go to acquire data?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Develop a file for easy retrieval of this material.

### 3. Know What You Want to Say

In other words, "What is the message?" You may have several messages for each audience. Never forget--although you are dealing with "mass media," there is no "mass audience." You may talk to thousands, even millions, of individuals, but this multitude is making thousands and millions of decisions each day, one at a time. Speak to one woman, one man, one couple.

Your message may be simple or complex. You know, if you have analyzed the research, that you are urging basic changes in beliefs, attitudes, mores, and action that are deeply rooted.

What do you want your specific identified audience to do as a result of your messages? The strategic starting point for any media program is:

What do you want it to accomplish?

Do you want the audience to know something they did not know before?

Do you want them to take some action? What?

Do you want them to change their behavior? How?

What do they already know that you do not need to repeat?

What might they think they know that is not true? How can you correct this?

What might keep them from accepting your message?

In the space below, in the column marked "message," fill in two messages for each audience you identified on page . Base them on what facts you might have about each.

Audience	Message
1. _____	a. _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	b. _____
_____	_____
_____	_____
_____	_____
_____	_____
2. _____	a. _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	b. _____
_____	_____
_____	_____
_____	_____
_____	_____

#### 4. Know Your Media--What Each Can and Cannot Do

It is essential that you take the time and effort necessary to really know each of the media available to you. In this module, separate units will cover newspapers, magazines, radio, television, print material, and other media including audiovisuals and folk media.

You must know and understand the various media available to you to be able to mix them effectively. Although the module will provide tools and "how-to" information you will need to develop your knowledge of your local media yourself. Your country, your community, your programs are unique. Develop it personally if you possibly can. The understanding and contacts you acquire in so doing will be invaluable. In each category the lists of specific media may well be longer than you expect.

"Knowing the Media" will develop in the form of compiling a comprehensive media file, developed media by media. Finish it for your home situation; it will prove a valuable tool.

#### 5. Know the Media Personnel--and How to Serve Them

People make the difference. Good relationships don't "just happen." They are the result of the careful painstaking work you will put in, much of it in personal visits, in developing the media file plus your own "follow through" in continuing contacts. Consider the time spent getting to know your media personnel a good investment from which you can expect to draw considerable interest.

#### 6. Know Your Budget

You may or may not have control over what you are allowed to spend. You may be told by your superior officer how much you can spend on each medium or you may be given a total figure and asked to apportion it accordingly. You will decide what you believe are the most important media in terms of your objectives, and allocate the funds on a priority basis. Choice of media may directly depend upon the amount of money available.

#### 7. Know Your Resources--and the Capabilities of Your Staff

Perhaps a more accurate title would be "analyze your resources." We have discussed money. Here we talk about people who individually and collectively can and will respond when you need them. Often forgotten is the Communicator from whose mouth the message comes. Count your resources. The proper person for a special message may be your executive director, your medical director, a member of your board of directors, an informed opinion leader in the community, a satisfied client, the village chief, a member of the medical society.

Can you list five more individuals or groups you might ask to speak officially?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The information officer is rarely, if ever, the public spokesperson so it is valuable to build a spokesman's list and to maintain their interest by keeping them informed and involved.

You may have a much larger staff than you realize. In any communication program, those professionals like yourself are assigned to do the job, but in the larger sense everyone on the whole staff is part of the public information team. Catalog their skills and talents for use in enlarging your capacity. Fieldworkers, volunteers, committee and Board members--even those in other departments--may have special skills on which you can call if you find it necessary. If nothing else, they are part of the "word-of-mouth" media with which we will not spend much time, but which can be surprisingly effective.

#### 8. Know Your Job--and Practice It Professionally

All of the other "knows" will be of little use if you do not master the professional techniques necessary to perform all of the many jobs built into your job. You are looked upon as the ultimate expert in design and distribution of the media messages, at least in the area in which you assume responsibility.

Ideally you and your staff, if you are the information officer, in numbers proportionate to your size will include:

- A planner and manager of the total multimedia communication effort on population and family planning
- One specialist for each of the media
- Public relations specialist
- Scriptwriter
- Researcher
- Graphics artist

- Publications writer
- Audiovisual specialists
- Support staff

Of course, there is the possibility that you may be only one to combine all the above skills

In any event, whether you have responsibility for the full program or one segment, do the job professionally. Professionalism demands that you do what you do well--that you handle the media personnel in ways they request, that you are sure all material that goes out under the name of the agency is, to the best of your ability, the best that can be produced--given the limitations placed upon you. Because this is so important we will devote an important part of each unit to it.

#### 9. Know How to Mix Them

A whole section will be devoted to this important mixing job. A wise mix implies that the messages are parallel; that they reinforce each other; that they do not contradict each other; that each of the varying publics be urged in concert, wherever possible, to make decisions and actions directed toward a common goal. It implies, too, that time and talent at the beginning of a media campaign be directed toward assessing all components of a program and designing them into a tapestry--in short, that you present a uniform picture, easy to see and recognize by the wide variety of audiences in your target areas.

As we examine the media, one by one, keep all of these KNOWS in mind.

### USING THE MODULE WITH GROUPS

The module may be used individually. In addition, it may be used as the basis for a seven-day workshop for small groups. Notes for the manager of the module contain a schedule and other information about the way the module has been designed for group workshop situations at the East-West Communication Institute. The Notes begin on page



UNIT I

NEWSPAPERS

## UNIT OBJECTIVES

When you have finished this unit, you should be able to:

1. Identify and explain at least two approaches to communication for change that newspapers can utilize.
2. Identify the range of newspapers of different types available to you in your area.
3. Build a "media file" of basic facts about the newspapers in your area, including audience, newspaper policies, departments and sections where family planning information might be placed, and key individuals on the staff with whom you might wish to work.
4. Identify at least three kinds of newspapers (other than the urban press) and list special advantages of each for family planning.
5. List at least five sections or departments in newspapers that can be used for family planning information, explaining how each can be used for family planning information.
6. Identify three main topical areas for news stories.
7. Explain the format for writing a news release.
8. Identify at least three possible elements for the lead sentence in a news release.
9. Describe at least four strategies for dealing with rumors or negative news stories.

## INTRODUCTION

The newspaper, in the minds of many, is the most important of the mass media. Traditionally it is the medium of the elite--the opinion leaders, the literate. While it is true that in many countries, the electronic media--radio and television--are increasing in importance, the newspaper, for many reasons, will continue to retain its influence.

In this unit, we have two major objectives: to help you to learn how to Know the Medium and to help you learn how to Know Your Job in using this medium to educate the public about family planning. Thus, the unit is divided into two major sections. In "Know the Medium," we will talk about what newspapers can do to help family programs and how well they can be used for each of four major communication approaches. We will have you identify the many kinds of newspapers you could work with and then set up a media file, a system for collecting information on these newspapers that will be useful in working with them. We will look both at special sections of newspapers at all special interest newspapers.

In "Know Your Job," we will talk about how to approach newspaper editors, how they decide what is news and what is appropriate for their papers. We will help you with your own news releases, finding news in your family planning program and handling bad news when it develops. We will help you develop ideas for features and write feature stories. The unit will finish by helping you think about story possibilities for each section of a newspaper.

## SECTION I: KNOW THE MEDIUM

Around the world increasing literacy and the desire for literacy, plus efforts to develop easy-to-read newspapers, are making the newspaper a more sought-after medium of communication.

In neighborhoods, small cities and smaller villages, newspapers are beginning to appear. The replacement of cumbersome, expensive hard-to-run newspaper presses with smaller, simple, inexpensive offset presses is making a new era possible in newspaper publishing.

In addition, in small villages where people are learning to read, one-page papers, written in a simple, easy-to-read style, are under development. Such papers are often posted in the center of town so that more may see them.

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### BLACKBOARD NEWSPAPERS IN THE PHILIPPINES

The Moalboal Times serves 18,000 residents in Moalboal, Cebu in the Philippines. This "daily" has been published on 25 blackboards for the past seven years and is staffed by its readership--the community.

The newspaper consists of one large blackboard at the center of the town, others at street intersections and at schools in barrios.

The Times carries at least five stories each day--a minimum of three news stories plus two or three features. A local story is always the lead, followed by a regional or national story, and then the international news which is in English.

On a given day at 4:00 p.m., the news copy for the next day is edited and typed, usually by the village priest. A team of girls then delivers the copy to the homes of primary school teachers in the barrios. At about 10:00 in the evening, younger children wipe the old news off the blackboards.

The next morning, a student writes the news onto a blackboard at the secondary school. Other boys then copy it and transfer it to the central blackboard and the smaller ones. At the barrio schools, pupils copy the news into exercise books for transmission to their families later. In the event of a major news story, such as a typhoon or other emergency, the church bell calls the young people to collect and distribute the new copy.

The cost for setting up The Moalboal Times is about US\$100, and the on-going costs total US\$78 per year.



\*\*\*\*\*

The support of the mass media for family planning editorially and within the pages of the papers will cover a full spectrum--from totally antagonistic to comprehensively supportive--with a large number of newspapers maintaining a neutral "play it as news" posture. Obviously the position of each paper will be determined in part by the official or unofficial policy of the government toward family planning and population control and/or of important special interests within the country such as the Roman Catholic Church, which may have tremendous political power and public impact.

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#### A CASE STUDY

In the early 1960s, the CBS Network pioneered a documentary television show, CBS Reports: Birth Control and the Law, focusing on the lack of contraceptive care available in a large Chicago, Illinois hospital (Cook County) despite the fact that it had the largest obstetrical service in the world at that time--20,000 deliveries annually--mostly to low income women.

Although the producers of the program made every effort to make an objective presentation, public reaction particularly from the religious sector was tremendous and the commercial sponsors had a severe economic backlash.

Despite the risk, enterprising journalists cautiously began to explore the explosive issue. The Planned Parenthood Association in Chicago, a private agency, began to push the media, and Lois Wille of the Chicago Daily News--one of the country's leading social issues writers--was allowed to do an exhaustive series on the County Hospital question. Although her editors were nervous about running it, Marshall Field IV, the publisher, finally approved its printing. This story caused a major public controversy and resulted in a great increase in the volume of letters to the editor.

However, the following spring the Daily News was awarded the Gold Medal Pulitzer Prize for Meritorious Public Service, journalism's highest award, for the series--and the ban on discussing contraception in the press and on public media was effectively broken for the future.

\*\*\*\*\*

Our objective is to help you develop tools to analyze the role that newspapers play in your country so that you can make the maximum use of their considerable influence. In some countries there is a totally free press built on a belief that the people have a "right" or "need" to know. In some countries, at the other extreme, the government has complete control of the press. Government control of the press may not adversely affect the population and family planning worker. Governmental support for the family planning program can be a very powerful persuading agent for you when you are dealing with individual papers. "Control" may only apply to political questions, and individual editors may have complete autonomy in such areas as yours.

It is to your advantage, then, to be aware of

1. The relationship of the government to the press in your country.
2. What, if any, effect that relationship has on smaller papers.
3. What the government family planning and population control policy is.

Even when the country has a population policy, the individual mass media must often be persuaded to rank population and family planning stories high because they compete for space with other needs.



---

There may be "controls" that are very valuable. In the Philippines, for example, the Philippine Council for Print Media is charged with the self-regulation and elevation of the ethics of all publications. Their guidelines are important to understand what the newspapers in any country may see as their role.

#### A GENERAL STATEMENT

In order to elevate the standards of excellence in editorial reporting, the print media shall:

- A. Consider national security.
- B. Hold public welfare paramount to the personal and/or selfish interests of an individual or a group.
- C. Enlighten and instruct the public on vital issues.
- D. Report news accurately, truthfully and impartially, as free from bias as possible.
- E. Disseminate important news items expeditiously.
- F. Cover world and local news developments as comprehensively as possible.
- G. Interpret and analyze news objectively and fairly, without suppressing or distorting relevant facts.
- H. Maintain editorial dignity.
- I. Avoid typographical errors, misstatements of facts or opinions. Whenever this happens, the proper correction should be made promptly, fully, clearly, and conspicuously.
- J. Allow the publication of legal, medical, and other professional advice. Such advice shall conform to existing laws, as well as recognized ethical and professional standards.
- K. Endeavor to promote more intelligent readership. . . .
- R. Use headlines that reflect faithfully the contents of the story. Race, color, and creed should be avoided in headlines and manner of news presentation, unless these are relevant to the story itself.

S. Avoid sensationalism.

#### Philippine Council for Print Media

\*\*\*\*\*

In Indonesia, where individual papers may be sponsored by the government or a political group or a social group, the press has much more impact than individual circulation figures might indicate.

It is estimated that every paper is read by about five readers particularly in Jakarta, and that regular reading, especially on the part of the articulate and literate sub-elite, is required for them to maintain status.

#### THE ROLE OF THE NEWSPAPER

KAP studies in various parts of the world indicate that while the mass media can increase awareness and knowledge, they are not decisive in motivating couples to practice family planning.

The more credible the source, the more effective it is in changing attitudes and the newspaper has great credibility. The role of the newspaper in cooperation with other media that the public trusts is to legitimize family planning and to establish a "climate of acceptance." In addition, its role is to educate, to counteract rumors, to promote discussion, to announce programs, to offer instruction on methods, even to persuade.

Professor Donald J. Bogue\* of the University of Chicago says that newspapers can

inform

legitimize

promote private informal discussion

neutralize rumors

correct mistakes

motivate

announce services

---

\*"How People Adopt New Practices," Community and Family Study Center, University of Chicago, p. 4.

Bogue feels that given enough time and money the mass media could do the whole communications job--from making people aware of family planning to helping them become continuing satisfied users of family planning methods. Other authorities agree that the role of the mass media is to pave the way for personal contact to continue the process toward decision making. In other words, the mass media cannot take the place of more personal forms of communication but can certainly enhance their effectiveness.

In terms of four approaches to the use of communications for change, newspapers are a prime channel for at least two approaches: information transmission and instruction, a somewhat more limited choice for persuasion, and to a lesser degree, dialogue (see page 24). The successful use of the press in these approaches has to do with an understanding of the variations in the different audiences of each newspaper, the understanding of the messages appropriate to those audiences and to the newspaper, and to the careful preparation of materials to relate to the newspaper's different departments. Some ways in which newspapers can function under each of these approaches are noted in the box below.

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#### NEWSPAPERS AND COMMUNICATION APPROACHES

1. Information transmission--newspapers are a basic medium for information transmission--in news columns, in advertising. Information can include such content as where clinics are located and when they are open, that the government supports family planning, etc.
2. Instruction--articles can take the form of self-instructional lessons, can introduce new skills step by step, can provide self-tests for reinforcement of new learning. Requires audience with positive intent to learn what it may not know.

Also, when the amount of subject matter to be learned is large, articles may have to be serialized over several issues, risking the loss of readership and continuity of learning.

3. Persuasion--newspaper articles, editorials, and advertising can be used for persuasion. Since communication sources are important in persuasion, articles quoting opinion leaders can be persuasive; editorials usually discuss issues but attempt to persuade to one side, newspapers' editorial positions can be important opinion leaders; advertising in newspapers can make emotional appeals. Relatively little is known, however, on the effectiveness of these approaches in changing attitudes or behavior.

4. Dialogue--feature stories interviewing a number of people on an issue can provide a kind of dialogue; letters to editor column and opinion pages also provide a forum for many points of view; real exchange, however, is limited.

\*\*\*\*\*

Traditionally, a great mystique has surrounded the newspaper; perhaps it still does: "the press will," "the press will not," "the press says"--as if "the press" were an impersonal monolith. Not so. Each publication--indeed, each radio or television station, each magazine--is made up of a number of individuals who respond to certain stimuli. They are professionals, for the most part intent on doing their job well. They may be constrained by the rules of their publication, their political masters, or the restraints of the times, but basically their job is to serve the public and to provide the public with information and education. YOU are part of the public.

### YOUR NEWSPAPERS

If you were to draw a circle on a map around the area you want to cover, could you then list all of the newspapers that serve the people living in that circle? Could you list them by category, political persuasion, circulation, audience, financial requirement, deadline, date--and a dozen other essentials?

First, define your circle. You may wish to limit your coverage to certain areas where your target audiences live. Or you may know that your audience is country-wide.

Second, list all of the types of newspapers currently being published in your target area:

- |                              |                |
|------------------------------|----------------|
| 1. Daily Metropolitan        | 8. Underground |
| 2. Weekly Metropolitan       | 9. Religious   |
| 3. Community                 | 10. _____      |
| 4. Ethnic (by language)      | 11. _____      |
| 5. High school               | 12. _____      |
| 6. Business and trade papers | 13. _____      |
| 7. College                   | 14. _____      |

#### FOUR COMMUNICATION APPROACHES TO CHANGE\*

<u>Approach</u>	<u>Type of Change</u>	<u>Difficulty and Cost</u>
1. <u>Information Transmission</u> : Characterized by heavy flow of messages to general audiences; people assumed to select and decode messages in same way; heavy use of slogans; planning focused in <u>channels</u> .	Change in level of awareness of factual information.  <u>Such as</u> : what family planning is; what the names of different methods are; that other people use contraception; that the government supports family planning.	Relatively the easiest approach to use. Requires least investment in audience analysis. Results usually not particularly effective unless audience "ready" to select and decode message.
2. <u>Instruction</u> : Characterized by clearly stated and shared objectives; practice of new skills/values; reinforcement of newly learned behavior. Slogans not helpful. Audience approaches the communication with positive intent to learn.	Change in level of knowledge and skills, especially thinking skills.  <u>Such as</u> : how contraceptives work; how to analyze costs and benefits of children to reach decision on family planning.	Relatively difficult and costly. Requires instructional setting (class) or, in mass media, modeling of learning through drama, skit, etc.
3. <u>Persuasion</u> : Characterized by expected negative position of audience on issue. Objectives usually not clearly stated or shared with audience. Emphasis on appeals and on getting people to adjust, then rewarding them. Based on thorough analysis of audience characteristics, value systems; emphasis on communication source. Channels of secondary importance.	Changes in values and attitudes; also changes in knowledge as part of persuasion process.  <u>Such as</u> : changes in ideal family size; changes in son preference values; changes in negative beliefs about contraceptive techniques.	Relatively difficult and expensive. Requires large investment in audience analysis. Probability of results not certain.
4. <u>Dialogue</u> : Characterized by mutual change; shared experience of a mutual problem; listening to alternative points of view; searching for valid points in other person's position.	Changes in awareness, knowledge, values and attitudes. Type of change not pre-specified by program designers but determined by dialogue itself.  <u>Such as</u> : all types of change mentioned for first three approaches.	Because requires shared experience with mutual problem, usually needs small group interpersonal structure, although may be done through mass media by modeling of dialogues between people similar to audience. Mass media approach tends to lessen effectiveness. Consequently, relatively costly.

\*For a complete review of these approaches see D. Lawrence Kincaid with Wilbur Schramm, Fundamental Human Communication: A Professional Development Module. Honolulu: East-West Communication Institute, 1975.

What else? Enlarge this list.

The top three are not the most important. Readers often tend to identify with their community of special interest papers. The smaller papers, because they do not have such wide coverage may be able and willing to provide space for features especially when the subject matter relates to their readership, by subject or personality.

### THE MEDIA FILE

Working from your list of types of newspapers, take each category, one at a time and, in your Workbook, on page 2, list, by name, all of the papers under each category. This may take some time. Where will you look?

- |                                 |          |
|---------------------------------|----------|
| 1. In your files                | 5. _____ |
| 2. In the telephone directories | 6. _____ |
| 3. The library                  | 7. _____ |
| 4. On the newstand              | 8. _____ |

Where else?

Next, you will need the most information possible about each of these papers in order to serve them and, in turn, your program and your publics. You want a simple way to be able to retrieve the facts. So you will begin to build what may turn out to be your most valuable professional tool--a media file.

Your media file must be prepared in such a way that it can be continually updated. Plan a separate section for

newspapers

magazines

radio

television

print

And whatever else you feel is appropriate to your needs.



A convenient way to develop this file is on an 8-1/2" x 11" sheet that can be filed in folders in a regular file cabinet.

### FOR NEWSPAPERS

In the Workbook on page 3 you will find a section for beginning your media file. You will need at least one page for each paper--perhaps several for those newspapers with many departments.

Compile your information in such a way that you will be able to keep it current easily. Editors and writers and department heads change. So do deadline data, technical requirements, and even political attitudes.

On each page you will want to include space for at the very least:

newspaper name	deadlines
address	technical information (language, method of printing--halftones, mats, etc.)
phone number	
chief contact	circulation
publisher	readership
editor	departments and editors (Leave considerable space for this last section.)
publication day	

You will acquire most of the information by painstaking analysis, paper by paper, page by page.

### Analyzing a newspaper

Although this may take considerable time, the fundamental facts you will be able to catalog about each paper will make your work easier and more successful. Much of the information you gather will not be available any other way.

You can take the basic facts from the masthead (usually found on the editorial page) and place it in your file: name, address, publisher, editor, as noted. Then look for the other facts. Some of them you will need to get from the paper.

For your purposes you will do well to study several issues of each paper. After a few tries you will become skilled in identifying most of the facts you need

to know to work will with a newspaper, simply by reading it carefully.

For example: Who reads it? Which of your audiences? How do you tell?

## **The Japan Times**

ESTABLISHED 1897

Incorporating The Japan Advertiser (1890-1940);  
The Japan Chronicle (1868-1940); The Japan Mail (1870-1918)  
and The Japan Times (1865-1870)

Owned and published daily by The Japan Times, Ltd.  
SHINTARO FUKUSHIMA, Publisher

YOSHIO HIGASHIUCHI, President  
KIYOAKI MURATA, Editor  
JOHN YAMANAKA, Executive Editor  
GYO HANI, Managing Editor

HEAD OFFICE: 3-4, Shibaura 4-chome, Minato-ku, Tokyo 108  
Central P.O. Box 144, 352 Tel: (03) 453-5311

OSAKA OFFICE: Yodoyabashi Bldg. 34, 1-chome, Nakanoshima,  
Kita-ku, Osaka 530 Tel: (06) 202-3591

### MONTHLY SUBSCRIPTION RATES

DOMESTIC EDITION, Home Delivery—¥2,500; Mail: Japan  
¥2,500; Overseas—¥3,550. AIRMAIL EDITION: US\$9.60 (¥3,000).  
Additional Airmail Postage: Asia, Oceania, Australia—US\$12.18; N.  
America, C. America, Hawaii—US\$14.40; Europe, Africa,  
S. America, Near East—US\$16.60

MONTHLY BOUND VOLUME: Japan—¥3,000; Overseas rates  
upon request. For home delivery orders, dial 453-5311 (Tokyo),  
202-3591 (Osaka) or contact local Asahi Shimbun delivery agent

Larger papers have many different audiences each of whom read all or part of the publication. These papers will also have, in all probability, a profile of their readership and will supply you with such information as

age

income

geographic area

education

and much more. Ask for the facts.

Smaller papers may not have the funds or the capability to do such a study but do not overlook the possibility. However, where they cannot provide figures, use the facts you develop.

If there are several papers in the city or town, you can find out a great deal by looking at the advertising. To whom is it addressed? High income? Middle class? Working class? Opinion leaders? Possible contraceptors? You can tell by the quality of the merchandise offered and the prices.

Read the editorial pages. Is the language overly simple? Or reasonably

understandable? Can you determine the political posture of the paper? Can you tell by the content if it leans to the Right or to the Left politically?

Is it government controlled? Independent? Privately owned? Owned by a political group?

What percentage of the newspaper is advertising and what percentage is devoted to news? What percentage of the news is written by local reporters and what percentage is taken from wire services and syndicated materials? In other words, how much space is available for your message?

Analyze several samples of each of the newspapers to determine

What audience is each newspaper reaching?

What are the major interests of its readers?

Who is responsible for policy?

What is the political posture? How might this affect acceptance of news of your program?

As you go through each newspaper, make special note of the different sections where you might place stories. Find out how these special interest sections are handled. In small papers and many medium-sized publications, one or a few editors and reporters accept or reject, write, and place all stories. However, with the increasing complexity of today's world and the widening diversity of special interests, larger papers are assigning specialists to do "in-depth" reporting--or handle departments catering to specific interest areas.

### SOMETHING TO DO

List--and plan to transfer to your media file for each paper as appropriate--the departments and sections where you might place family planning and population stories. Be comprehensive--and even imaginative. If you think about it, there is really no aspect of life not touched in some way by population increasing too fast--in the world, a country, or an individual family. If this is clear to you, you should be able to adapt your material to suit.

#### Section/Department

- |     |     |
|-----|-----|
| 1.  | 11. |
| 2.  | 12. |
| 3.  | 13. |
| 4.  | 14. |
| 5.  | 15. |
| 6.  | 16. |
| 7.  | 17. |
| 8.  | 18. |
| 9.  | 19. |
| 10. | 20. |

Now turn the page and read our list.

### Newspaper Departments and Sections

1. Local news
2. National or international news
3. Feature stories
4. Sunday Supplement
5. Editorial pages
6. Columns--general, special
7. Photos
8. Cartoons
9. Amusements, arts, and drama
10. Education
11. Environment
12. Finance
13. Woman's news
14. Food
15. Society
16. Medicine
17. Science
18. Religion
19. Sports
20. Transportation
21. Urban affairs

Did you include all of these? You may have entries that we do not and that is to be expected. Each IEC professional works in a unique context.

The people responsible for each of these sections are the people important to your interests. All may not correspond exactly to your newspapers, but there will be many parallels and you may have additions.

1. Editor: Usually the person responsible for the entire editorial content of the paper. He or she probably does little writing but makes key decisions as to what goes in the paper, especially in areas governed by policy, political or otherwise.

2. City Editor: Person responsible for the assignment of local news stories and their placement in the paper.

3. <u>News Editor</u> :	}	In some papers all news stories are assigned and handled by one editor and feature stories by another and space is divided accordingly. We will discuss the differences in the two types of stories later.
4. <u>Features Editor</u> :		

5. Sunday Supplement Editor: Many papers have special magazine-type inserts that are different in format from the daily paper and that use longer, usually well-illustrated, in-depth articles.

6. Editorial Writers: Most papers feel an obligation to take a public stand and to help their readers take an informed position on issues in the news. Some papers have an editorial group that meets daily to choose the topic, take a position on it, and assign the editorial to a writer. On other papers, the editor alone does the job. In many papers the page opposite the editorial page has a "Letters to the Editor" column, guest editorials from other papers, selected columns done by syndicated columnists, cartoons, and other materials especially selected to appeal to the opinion leaders in any community. The individual who edits this material can be a valued friend.

7. Columnists: A growing number of papers have individuals who write personalized columns on a broad range of subjects including health, politics, advice, gossip, and more. Identify these in your papers and watch for opportunities to provide them with tips of stories.

8. News Reporters: These may be general assignment or specialists in such areas as politics, medicine, education, and others. It helps to know a few of each.

9. Photo Editors: On large papers, handles photo assignments.

10. Cartoonists: May or may not be willing to accept ideas from outsiders.



For each newspaper you are analyzing, look to see if there are special sections and special editors assigned to these departments. If there are, list them in your media file. If you cannot tell, wait until you call on the editor--and ask.

As you develop your media file list the departments, the person responsible for it, and any comments you may want to add. For example:

"Happy Life" column	Mari SANDOZ	77-4302	Will use questions.
Womans news	Prya LUCHOS	84-7932	Features, fillers (may be pro-natalist)

Keep your personnel lists current and watch for new sections and departments to appear.

Newspaper audiences and, consequently, media coverage is undergoing rapid change. For example, look to the emerging important role of women both in the media and in the audience to make considerable difference in coverage of your kind of story. International Woman's Year in 1975 hastened considerably the trend toward a changing profile of women from the accepted country stereotype, whatever that may be.

#### RURAL AND COMMUNITY PAPERS

Although the urban press may be your first priority, remember that many of the "publics" you have identified do not live in the cities--or do not read the major papers.

Early in the family planning programs, particularly in developing countries, articles of foreign or urban origin were the only ones that appeared. Today this is becoming less and less true as stories of local origin develop.

Gloria Feliciano, Dean of the Institute of Mass Communication, University of the Philippines, says

In tabloid-sized community papers, most articles on family planning take the form of features or interpretive stories. They tend to support the need for family planning and encourage its practice by eligible couples. The rationale for this motivational and persuasive approach lies in the dearth of family planning information at the disposal of the community journalists who write their own stories based on meager data or rewrite articles previously published in the city dailies. A

number of the articles are also reprints from Depthnews.<sup>\*</sup> Moreover, some community newspaper writers have expressed the greater need in the provinces to impress upon the readers the adverse effect of too rapid population growth.<sup>+</sup>

Identify the needs of community and rural papers for your media file.

1. Send them localized press releases that relate to their area or that involve a local resident.
2. Seek from field workers ideas that can be developed into feature stories, especially ones related to their readership.
3. Persuade the local editors that they have a vested interest in family planning because as it improves their villages or communities, as well as the country, and urge them to take the initiative, using you as a resource.

#### SPECIAL LANGUAGE PAPERS

Although the major metropolitan newspapers are printed in the main language of your area, there are probably many papers using foreign or regional languages in city enclaves, communities, or villages. In most cases, these papers are the only ones read by the people whose native tongue is not that of the country or the central city press. The editors can tell you whether they will accept news releases in the language you are using and whether the publications translate the messages. If they do not provide this service, you will need to arrange for translations of releases sent to them.

#### SPECIAL INTEREST PAPERS

In developing phases of a program as multifaceted as the total family planning effort, think of the "everyone-on-earth" audience as composed of many smaller groups. You can develop many different stories with specific facts for presentation to editors of the media that serve each of these special interest groups.

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\*A service of the Press Foundation of Asia, P.O. Box 1843, Manila, Philippines.

+ "Approaches in Communicating Family Planning in the Philippines Mass Media," October 1974, mimeographed.

The business press includes newspapers that announce and analyze facts, research, business trends, and services. Some, through editorials and columns, even try to predict the economic future--and population trends are important. Articles present ideas for improving production and personnel relations, for saving time and money with new methods, etc.

By studying a particular publication, one can conceive ideas that are suited to that publication. Take your clue from the masthead, the index to articles in business publications with a magazine format, or from headlines where the newspaper format is used. Lead paragraphs of stories will enlighten you further.

Note whether circulation is "vertical"--that is, from the president to the office boy--for companies in that type of business, or whether it is "horizontal"--reaching only top management, research and development, sales or other segments with similar interest. Sales forecasts are geared to population, too.

Find out what publications in your area are read especially by physicians, nurses, lawyers, educators, government officials, religious leaders, environmentalists, nutritionists, health and welfare workers. See--you are already thinking of different approaches to reach these special interest groups.

Can you list others?

- |    |    |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

### THE SCHOOL PRESS

The college, high school trade and training school press may be a good outlet for material. Each school paper has its own style and personality and should be analyzed and handled with as much care as any other paper.

Many of these publications do more than cover school activities. They include news of anything that is of concern to the students.

## CASE STUDY: SCHOOL NEWSPAPERS IN THE PHILIPPINES

A successful competition takes place each year in Manila directed by a journalism teacher, Francisco Morales, in which all of the high school newspapers prepare one whole issue on population. Competition is close. The population message as well as specific family planning information is well circulated and the high school age population, especially the young reporters are better informed through this process.

### SOME THING TO DO

Gather five people in your group or on your staff and "brainstorm" ideas for reaching young people effectively. List at least five ideas:

1.

2.

3.

4.

5.

Here are some of our ideas for school newspapers.

- A press seminar for college editors.
- A city or country-wide competition for population-oriented editions as was done in Manila.
- A sex education column, edited by students, using you as a resource.
- A cartoon contest.

## SUMMARY: SECTION I

In this section we have noted that the newspaper can play an important role in family planning communication programs, regardless of the way in which the press and the government relate. Family planning is big news, and a subject of interest to newspaper people. Our job in IEC is to help them get the news out, and get it right.

Newspapers are well suited to provide public information and instruction on population and family planning. They can also be used to some extent to persuade individuals and groups of the advantages of family planning, and may be useful in stimulating dialogue about family planning.

There are many different kinds of newspapers available for the family planning IEC worker. In addition to urban newspapers, there are rural papers, school newspapers, special language papers and special interest papers.

Working successfully with this wide range of types of newspapers is made easier by the development of a media file, in which we record key facts about each paper. Among the many important pieces of information to include for each newspaper are the audience (readership), ownership, policies, departments and key individuals.



### SELF-TEST FOR SECTION I

Check your progress by answering the following questions:

1. Explain at least two communication approaches for change that newspapers can utilize. Give examples.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

2. List at least three different kinds of newspapers, together with the audiences they reach.

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3. List at least five key kinds of individuals in newspapers and explain their responsibilities.

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## ANSWERS TO SELF-TEST

1. Information transmission: Newspapers can provide people with basic facts about family planning, such as clinic location and hours, how the national program is progressing, that a major campaign is underway, etc.

Instruction: Newspapers can also help people learn concepts and skills in family planning, such as how to use the oral pill, why spacing is good for both mother and child, how population growth affects school enrollments, etc.

Persuasion: Newspapers can provide appeals to individuals and couples to practice family planning through articles showing support from influential opinion leaders, through editorials, etc.

Dialogue: Through such mechanisms as letters to the editor and articles presenting different points of view on family planning issues, newspapers can promote dialogue and discussion of family planning.

2. Urban newspapers: Relatively well-educated audiences; elites and opinion leaders.

Rural newspapers: Rural leaders, family planning field workers, rural publics.

School newspapers: In-school children; teachers; administrators.

Business papers: Business leaders.

Religious and special language newspapers: Particular religious or language groups.

3. Check the listing on page 15.

## SECTION II: KNOW YOUR JOB

Having identified and listed by name the key people on each paper, the next step is to make yourself known to them. Plan to make personal calls on those individuals whom you feel would make valuable contacts. There may be several on one paper, or only the editor. Almost without exception you will find them receptive and easy to talk with, especially if you show understanding of their needs and problems. You are a source for news and important to the newspaper and to them.

Go prepared with a fact sheet that the editor may keep for his or her reference file. The fact sheet is not a news release but should carry all essential information in capsule form, including,

- Agency name, address, phone number and your name as the "contact" with day and night phone numbers
- Agency purpose and program(s)
- The number of family planning clients you serve
- Agency membership and affiliations
- Officers and top staff

A quality of fact sheets for each of the media may be reproduced on an office copying machine.

On your first call you may wish to report any current news or discuss possibilities for feature stories. Ask about deadlines (the times articles are due for inclusion in various issues or different sections), and technical details such as photo requirements. Some newspapers have a style sheet to tell you exactly how to prepare material for their needs. Ask for it.

Look at your program from the editor's viewpoint. Do everything you can in the initial interview and during subsequent contacts to convince him or her that the material you provide is factual and newsworthy.

Once you have earned an editor's confidence and respect you may reap considerable benefit. Your releases and feature stories coming from a known and responsible source will get closer attention and consideration. When a story in your field (either good or bad) breaks elsewhere, the editor is most apt to call you for additional information, your agency's reaction, or the "other side" of a question.

By handling these opportunities with competence and integrity, you will have the welcome bonus of additional coverage. Do not be afraid to give the editor names of authorities with a viewpoint differing from yours. He or she will find them anyhow. If you are helpful he or she will be pleased at your cooperation.

You can further solidify a good relationship if you make it a rule to alert reporters in advance about news stories and to suggest feature stories even if they are not directly related to your program.

Good relations with the media do not "just happen." It is up to you to develop and maintain the good will of the people who can give wide coverage to the family planning program.

In the rest of this section we are going to discuss techniques for placing family planning information in a large number of different ways, in different departments, of newspapers of all kinds. We begin with news stories, and end with advertising. Along the way we consider over a dozen other departments--and how to get family planning into them.

## NEWS STORIES

The key to relations with the press is an understanding of the concept of news. A news story is based on actual fact. It is timely, topical, and of interest to a large segment of the population. Quite simply, it should cover

1. What happened or what will happen.
2. The surrounding circumstances.

Editors may prefer to write their own news stories from your information or to send their reporters out to cover newsworthy events. Professional news writing is done with objectivity, giving all the facts--and no opinion. Your responsibility is to see that editors or reporters know about the event so they can cover it and/or to prepare a press release. You can also keep on the alert for information, events, or trends related to family planning or population, the implications of which appear newsworthy to you. You can help the media people appreciate the news value in this information by developing the facts in such a way that they create interest.

What makes a "news" story? Journalists tell us that "news" is any important change in the usual life pattern of a community. They tell us there are three major ways this occurs:

### THE THREE TOPICS FOR NEWS STORIES

Conflict

Progress

Big names

All with the common element of timeliness.

Conflict may take many forms: war, political campaigns, debates, sports. Conflict is not the usual element in family planning stories but it may be.

For example:

## **Vatican message raps sterilization**

ROME, July 17 (Reuter) — The vatican sent a message to American bishops sharply condemning sterilization even if designed to prevent mental or physical illness, it was disclosed here.

The document by the Vatican's "watchdog" Congregation for the Doc-

trine of the Faith replied to a request for advice by American bishops who, it said, were concerned "at the diffusion of the practice of sterilization in numerous hospitals in their country."

Dated March 13, 1975, it was published yesterday for the first time by the

Authoritative Jesuit periodical, *Civiltà Cattolica*.

It said sterilization "remains absolutely against the doctrine of the church" it condemned the practice even when a pregnancy would lead to mental or physical illness, or when promoted by public authorities for the good of society.



Progress, forward or backward, may well be where most of your stories fall. The birthrate falls, a new contraceptive is introduced, a clinic opens, significant change is brought about.

For example:

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## Indonesia records 10pct decrease in birth rate

Jakarta, Feb. 11 (Ant).

Indonesia during the last five years has recorded a 10 per cent decrease in birth rate. Dr. Haryono Suyono, third deputy chairman of the National Planned Parenthood Coordinating Body (BKKBN) told Parliament here Monday.

The birth rate of 1970 was recorded at 42 to 41 per 1,000 persons while in 1973-1974 the figure stood at 38, he explained.

He pointed out Bali which recorded a birth rate of 40.4-1,000 in 1970 had decreased the figure to 34.5-1,000 in 1974 after the realisation of the family planning programmes in the tourist island.

BKKBN data has also indicated the acceptance of family planning programmes by younger people, he said.

He disclosed that acceptors in 1970-1971 were of an average of 29.5 years old. In 1973-1974 the average age was 28 years.

Steady decrease in the number of children expected by parents has also been made as follows: 3.7 in 1971-1972, 3.0 in 1973-1975 and 2.9 in 1974-1975. Dr. Suyono explained.

### 60 PER CENT LESS-EDUCATED

Data collected by BKKBN indicates that 60 per cent of acceptors in Indonesia come from less-educated people (primary school or even never attends any schools at all), he noted.

The rest are composed of those enjoying education at secondary and highschools or higher learning institutes.

The acceptance of family planning programmes by farmers in villages has also noted an increase from 63.09 per cent in 1971-1972 to 69.9 per cent in the following year, he remarked.

### INCREASING BUDGET

He continued that the increase in number of acceptors

and expansion of family planning programmes had been followed by steady increase in budgets allocated.

The budget was U.S. dollars cents 7 per head in 1971-1972. It increased to 12 U.S. dollars cents a year later and 18 cents in 1973-1974.

Likewise, cost allocated for getting new acceptor has also been added from 10.4 U.S. dollars in 1971-1972, to 11.02 U.S. dollars in 1973-1974. The cost dropped to 9.2 U.S. dollars in 1972-1973.

On the other hand, cost for treatment at family planning clinics has dropped from 2 U.S. dollars per acceptor in 1971-1972 to 1.78 U.S. dollars a year later and 1.48 U.S. dollars in the following year.

Also underwent decline is cost allocated for birth control as from 45.3 U.S. dollars in 1971-1972, to 33.8 U.S. dollars in 1972-1974 and 27 U.S. dollars in the following year.

Big names. Prominent persons have the power to effect change. What they say may be all that is necessary to spur the process. The queen of Thailand, for example, if she supports family planning, may effect considerable change.

For example:

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## *First Lady launches today nutrition education program*

**THE FIRST LADY**, Mrs. Imelda Romualdez Marcos, launches this morning at Maharlika Hall in Malacanang a nutrition education program which will make use of the country's leading print and broadcast media.

The Nutrition Center of the Philippines said the program aims to provide basic programmed nutrition training to coordinators, trainers and household implementors of the nutrition program through broadcasts in the radio and TV, and publications in the print media.

Known to nutrition authorities as the Nutrition Institute for Distance Study, the project is being undertaken by the Nutrition Center of the Philippines, the department of education and culture, department of

public information, National Media Production Center, Kapisanan ng mga Brodcaster ng Pilipinas, and the major Manila dailies. Mrs. Marcos is the project chairman.

\* \* \*

**ACCORDING** to the Nutrition Center of the Philippines, the "distance study system" will work this way: The lessons will be aired over radio and TV stations in major cities for 30 minutes a week for a period of 17 weeks. The broadcasts will be supplemented by print materials on food and nutrition, which will be distributed through the various training centers.

The distance study course has four phases, namely: launching and data gathering (first semester); pilot studies in the Visayas (second

semester); evaluation of feedbacks based on pilot studies in the Visayas (summer of 1977); and nationwide coverage of the program (first semester of school year 1977-1978).

**MEANWHILE**, the workshop on "Strategy for Nutrition Surveillance for ASEAN" entered its second day yesterday. The workshop is being held at the Nutrition Center of the Philippines building in Makati.

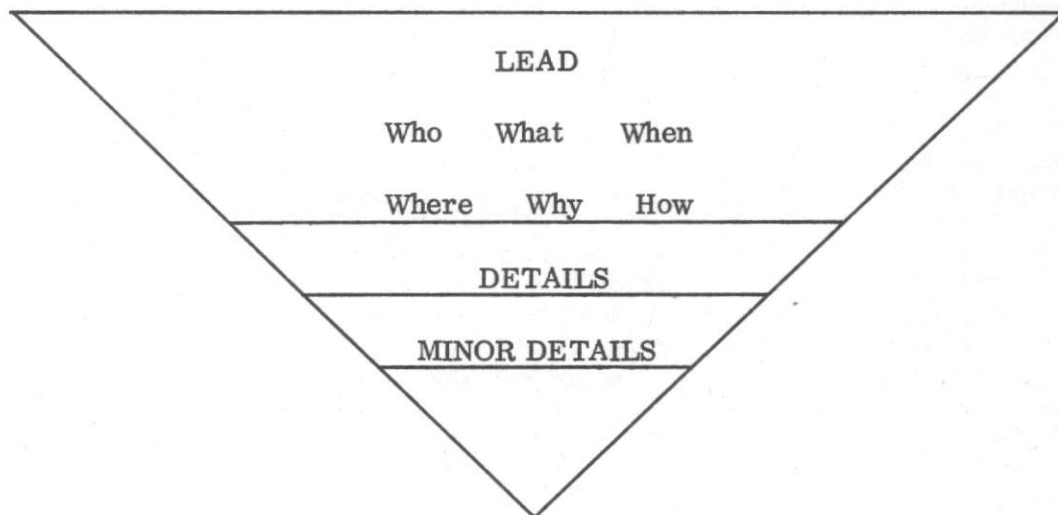
Economic Planning Secretary Gerardo Sicat, keynoting the workshop Wednesday, said that since malnutrition is a problem common to all developing nations including ASEAN member countries, transnational and regional strategies should be developed and implemented on a cooperative basis to fight malnutrition.

## THE NEWS RELEASE

A news release should follow a prescribed format and be developed to present information in an organized, crisply factual way. Careful reading and clipping of well-written news stories in your papers will help you develop the style editors prefer.

Six points--plus an interest-catching angle--belong at the opening of a good news release: who, what, when, where, why, and how. An editor judges the value of a release by what is in the lead paragraph(s), so make certain the key facts are there. When you master this technique, you will find your releases attain greater acceptance by the editor.

Next, go into the details of your story. Each succeeding paragraph should be of declining importance. Professionals call this writing technique the inverted pyramid. It permits an editor to pick up the most important facts of your story in the first few lines. If he does not have the space to use the entire release, he can eliminate the last paragraph(s) where the least important details are given. Often the lead writes the rest of the story, taking up the details in the order of their importance.



The lead is usually built around at least one of the six elements. For example:

1. The WHY ? lead

Because birth control is legally denied girls under 18, the birthrate among that age group is rising rapidly according to J.P. Phu, chief of the Ministry of Health. Nineteen hundred babies were delivered last month in Central City to mothers still in their teen years.

2. The WHO? lead

Roger P. Nader, chief of the Bureau of Health Statistics told an audience of more than 1,000 yesterday at an Executive Club luncheon that the population of the country will double in five years.

3. The WHAT? lead

A new family planning clinic will open at 641 Playa Street, Wednesday, January 9, and will offer services daily thereafter from 9 a.m. to 7 p.m. according to Maria Chan, R.N., chief of the Family Planning Association.

4. The WHERE? lead

The entire southern half of the state of Merdeka has been without birth control services since federal funds to the family planning program were withdrawn last March.

5. The HOW? lead

By closing six clinics and combining staff in the rest, the Family Planning Association was able to avert a financial crisis last month, according to . . . .

6. The WHEN? lead

On Tuesday, January 23, the third anniversary of the Supreme Court decision to legalize abortion, the Planned Parenthood Association will present . . . .

SOMETHING TO DO

Search your local papers for two examples of each kind of news lead. Discuss with your group the selection of the choice of leads in their stories and yours from the facts in the body of the articles. Even if all the articles are not on family planning, the exercise will help you develop a better sense of determining the strongest--and therefore the most likely to be accepted--leads.

The lead must summarize the action of the story, emphasize the news value, and furnish all the identification needed for clarity. Once that is established, how you develop the rest of the story is up to you.

Dr. Harvey Saalberg\* offers the following checklist on news stories:

Accuracy: This is the most important. A good story is accurate, not only in its facts but also in word usage, grammar, spelling, punctuation and capitalization.

Clarity: Accuracy is not enough, for if a story is confusing, it may be more misleading than if it were slightly inaccurate. Therefore, its writing style must be clear.

Completeness: Leaving out but one pertinent fact may change the meaning of the total story. Thus, a story must also be complete.

Objectivity: A writer who, consciously or subconsciously, injects his opinion into his writing damages its news value. Because the reader expects to find opinion only in columns and editorials--unless attributed to individuals in news and feature stories--news stories must be totally objective.

Conciseness: Because a journalist's time and the paper's space are both precious, news writing must be concise. This means that avoidable words and phrases are omitted.

Appeal: Finally, a news story must be appealing. Its being accurate, clear, complete, objective and concise is not enough; for if the reader is not enticed into reading the story, these five considerations will never come to his attention.

The first three are the most important; the more the latter three are observed, the better the story.

#### How to Prepare News Releases

Similar principles apply to preparing your copy.

1. Keep a carbon of every news release or feature story you write. It is an important record. It can prove valuable in case of loss, and can substantiate your facts if an error is made. Or you may wish to shorten or adapt it for another release. Compare your story with the printed one and others in the paper. Careful scanning of newspapers can serve as a good short course in journalism

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\* Reprinted by permission of the Northeastern Ohio Scholastic Press Association. School of Journalism, Kent State University, Ohio; January 1974 issue.



2. Type your releases.
3. Use standard 8-1/2" x 11" paper in about 20-pound weight. Do not use onionskin paper. Use only one side. Double space the typing and leave one-inch margins at left and right.
4. Do not send carbon copies; each editor deserves a first sheet.
5. In the upper left-hand corner on page 1, list your agency's name, address, telephone number, your name as Contact if additional information is wanted, and the date the material may be released.
6. Begin your story several inches from the top of the sheet to allow space for the editor to write in the headline. Do not try to write it for him. You cannot know how many columns wide or the size of type to be used for the headline. But a summary "slugline" for his convenience is valuable. (See the example on p.53.)
7. Use short words, short sentences, and short paragraphs.
8. Eliminate unnecessary words.
9. Remove or simplify highly technical language unless your release is going only to professional or technical publications.
10. Limit each press release to one topic. If you have several subjects, send separate releases at different times. One idea or plan, completely stated, can be remembered, whereas ten thoughts leave a confused and jumbled impression.
11. Use the correct words and grammar to convey the meaning you wish.
12. Always give the exact date in a news release: "June 10" rather than "next Thursday" or "tomorrow". Specify "October," not "next month". Double check the date and the day of the week on a calendar.
13. Keep the copy clean. Stories with many pencilled corrections and erasures may prejudice the editor against its use.
14. If your article takes more than one page, write "(MORE)" at the bottom of the page. On each succeeding page, write your agency's name and the page number in the upper left-hand corner. Indicate the end of the story with the symbol "#" or write "END" several spaces down from the the last line.



### Don'ts

Along with the "DO's" there are a number of "DON'Ts".

1. Don't try to use "influence" to get a story used or unfavorable news suppressed. You may know someone who can persuade or exert pressure on an editor or publisher. Going over the head of your contact will lose the good will you have so carefully built up.
2. Don't ask to see a story before it appears. This implies you don't trust the reporter. If the subject is controversial or highly technical, the reporter may ask you to check his story for accuracy. During personal interviews or after a speech (of which copies are not supplied to the press), you do have the privilege of asking him to read back to you a direct quotation.
3. Don't try to evade answers to issues. Reporters will respect your problem, even sympathize with you, when you find it necessary to say: "I don't know but I'll try to find out."

### "MAKING NEWS"

From your point of view there are two kinds of news stories:

1. Those that happen
2. Those you "make" or create

Over the first you have little or no control. They may come in "over the wire" or reflect a local event. Depending on their content you may wish to be in contact with the reporter or the editor:

1. to enlarge on the facts or provide additional ones
2. to provide localized material
3. to correct errors if you feel there are any--or to ask for "equal space"

But the news you "make" is a different story. You have a choice of developing a news story or a feature story depending on your material.

Where do you find news stories? Where do you place them? They are

found in new projects, new clinics opening, new birth control methods, interesting speakers, visiting personalities--unusual circumstances, sad and happy occasions. Even in dry statistics.

Demographers, in technical language, regularly produce large amounts of data relevant to population and family planning concerns. You can collect the material, segment it into useable, chewable bites and relate it to your several and separate publics in terms they not only understand but can relate to their needs and interests. Result: increased awareness of and respect for the problems of increasing population--personalized.

Here are the headlines from some news stories taken from many papers. Do they give you some ideas for your own?

SURGING POPULATION FEEDS POLLUTION	VASECTOMY: Birth Control by Simple Male Surgery
PEOPLE IMPERIL PLANET: Ecologist	WORLD FOOD CROP SAID TO STAGNATE
WIRTZ LINKS EMPLOYMENT TO POPULATION	ZERO GROWTH LONG WAY OFF
THE JONESES ARE HAVING FEWER BABIES New Profile of Average Family	THE JOB WAR IN ASIA'S BABY BOOM
CLINICS HERE OFFER BIRTH CONTROL HELP	CALCULATING THE COST OF A BABY
KEEP YOUR FAMILY THE RIGHT SIZE	ASIA'S CROWDED CITIES GROPE FOR HOPE
THREAT POSED BY SICKLE CELL ANEMIA	MARRIAGE STAMPEDE ROCKS ASIA

The following is a journal article, written for family planning professionals, and the press release based on it that is aimed at the mass media.

# Successful Use of the Diaphragm and Jelly by a Young Population: Report of a Clinical Study

By Mary E. Lane, Rosalinda Arceo and  
Aguiles J. Sobrero

## Summary

In the largest contemporary study of diaphragm use in the United States, the authors examine the experience of 2,168 women who selected this method of contraception at the Margaret Sanger Research Bureau over a recent two-year period. Eight in 10 of the study group were younger than 30 years and three in 10 were aged 21-24. Seven in 10 had never been married and the same proportion had never been pregnant. Accidental pregnancies in the first 12 months of use ranged from a low of 1.9 per 100 users younger than 18 years old to a high of 3.0 among 30-34-year-olds; and more than eight in 10 were still using the diaphragm at the year's end. These rates compare favorably with those reported for the pill and IUD in other clinical studies.

## Background

The diaphragm, as the contraceptive

Mary E. Lane is Consultant in Family Planning, Department of Health, Westchester County, New York. She was Clinical Director of the Margaret Sanger Research Bureau's Contraception Service, in New York City, at the time this study was under way. Rosalinda Arceo was a Fellow of the Bureau's Postgraduate Medical Program in Clinical Aspects of Human Reproduction, supported in part by Grant No. AID-CSD-2790 from the Office of Population of the Agency for International Development. She is now in practice in Quezon City, the Philippines. Aguiles J. Sobrero is with the Department of Obstetrics, The Prentice Women's Hospital and Maternity Center, Northwestern University, Chicago. He was formerly Director of the Margaret Sanger Research Bureau.

The authors wish to thank Christopher Tietze, Senior Consultant, Technical Assistance Division, The Population Council, for his advice and critical review of the manuscript; Michael Mulvihill, Department of Community Medicine, Mount Sinai School of Medicine of the City University of New York, for technical assistance; and Rosalie Harvey for clerical assistance.

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**In a study of more than 2,000 young, mostly never-married, never-pregnant women who chose the diaphragm, only about two percent suffered an accidental pregnancy, and more than 80 percent continued to use the method after the first year.**

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method most closely associated with the launching of the family planning movement in Western countries, afforded women an effective means of liberating themselves from the servitude of involuntary childbearing. In the United States, the diaphragm is identified with the struggle of Margaret Sanger to bring to American women the means of controlling their fertility. From the founding in 1923 of her Birth Control Clinical Research Bureau (later renamed the Margaret Sanger Research Bureau) until the closing of that institution in 1973, this method never fell from favor. Despite the introduction over the last decade and a half of oral hormonal preparations of varied composition, of two injectable hormonal agents, and of a vast array of intrauterine devices, diaphragm and jelly remained the method of choice of 18-40 percent of the Bureau's clientele in any given year; and during the Bureau's 50 years of existence, more than 180,000 women chose it as their contraceptive method.

However, during the peak period of popularity of hormonal and intrauterine contraception, the diaphragm has suffered declining popularity among contraceptors generally, and in the U.S. family planning program. Nonetheless, in 1971 and 1972, it was the method of choice of about one-quarter of the Bureau's new patients, while it was the method selected by only about two percent of clients of organized family planning clinics throughout the country. Orals were selected by about 41 percent of new Sanger patients at that time and IUDs by 30 percent, compared to 73

percent and 18 percent, respectively, of patients in other U.S. family planning clinics.<sup>1</sup>

This divergence from the national experience probably stems, in part, from the fact that many of the Bureau's patients were well-educated women who were knowledgeable about health and health care. Such women are unlikely to accept a method without devoting considerable thought to the choice. We attribute the difference more, however, to clinic procedures (described below) designed to foster and support informed choice by the patient.

While there is no question that the modern methods of birth control have played a major role in fertility reduction in the United States, it might be useful, in the light of continuing speculation about their safety, to examine the recent experience with the diaphragm and jelly of more than 2,000 new users with 26,108 woman-months of use over 24 months, to provide a fresh perspective on the place of this method in the family planning program.

## The Study

From January 1971 through December 1972, 2,168 women selected diaphragm and jelly either as a first method or as a change from another method. The Bureau's clients selected their contraceptive methods following a half-hour group discussion led by a nurse, during the course of which all the medically accepted methods were described thoroughly and objectively, equal time being devoted to each

# NEWS:

## Planned Parenthood- World Population

ORDER # 5085/576

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FOR RELEASE P.M.'S  
MONDAY, MAY 10

### DIAPHRAGM FOUND HIGHLY EFFECTIVE, ACCEPTABLE TO WOMEN OF ALL CHILDBEARING AGES

NEW YORK, May 9 -- The diaphragm -- when offered objectively and explained thoroughly -- remains a highly effective method of contraception acceptable to women of all childbearing ages, including teenagers, according to results of the largest clinical study of diaphragm use ever undertaken in the U.S. After one year, only two percent of the more than 2,000 diaphragm users studied had suffered an accidental pregnancy. And more than four in five were still using the method -- experience which compares favorably with that of pill and IUD users.

A report of the study, which was based on observation of 2,168 diaphragm users at New York City's Margaret Sanger Research Bureau between 1971 and 1973, is to be published later this week in Family Planning Perspectives (Vol 8. No. 2), professional journal of Planned Parenthood's Alan Guttmacher Institute. Authors are Mary E. Lane, formerly Clinical Director of the Bureau; Rosalinda Arceo, formerly a postgraduate fellow with the Bureau's research program; and Aquiles J. Sobrero, formerly Director of the Bureau.

### Continuation Rate High

After one year's observation, 83-84 percent of clients who selected the diaphragm were still using it -- compared with 50 percent of those who selected the minipill; 70 percent of Copper-7 IUD users; and 82 percent of Copper-T IUD users.

With every story take steps to broaden its audience spread by adapting it to different media with special emphasis on the community and local press.

### LOCALIZE

People react to stories with which they can identify--because the story deals with either people they know or with geography they recognize. Sometimes even a change in spokespersons is enough; sometimes specific statistics need selection or adaptation. Localizing can be a nuisance, but it will result in maximum coverage and impact.

There is a change evolving in good news writing--away from the "hot flash" newsbreak tradition, with replates for the presses to include each additional development. Instead, in-depth comprehensive coverage is often given to news with widespread and continuing interest, such as family planning.

Frequently, a series of articles will be indicated. In most cases this is a staff reporter's job. Yours is to cooperate in supplying the facts wanted--quickly, accurately, and pertinent to the reporter's approach.

Don't be disappointed if the release you write is not printed exactly as you wrote it. Reporters will adapt the material and sometimes add to it for the article the editor wants at that particular time.

### HOW TO PLACE A STRAIGHT NEWS STORY

News stories must be made available to all newspapers, radio and television stations at the same time on an equal basis. Send one copy to one person at each medium. If you feel that more than one person will find the material of interest, indicate on the face of the release the names of the people at that medium who are receiving copies. You may wish to attach a short covering note.

Send copies to the news desk of the wire services and to your local, state, and national news services for possible regional, national or international use--unless the story is of local interest only.

### HANDLING NEGATIVE NEWS STORIES AND BAD PUBLICITY

Unfortunately all the news coming from other sources about any program is not good news.

Bad news can take many forms:



## Rumors

News from other countries such as a negative story on the side effects of the pill.

Accusations made by individuals or organizations.

Response to such stories should be coordinated through one person, preferably the press officer. Take time to evaluate:

1. Is the story factual?
2. Is it distorted?
3. How damaging can the results be? To whom?
4. Is it an individual comment or part of an organized attack?
5. How widely has it been circulated?

The most important thing to decide is, Is responding to the accusation or correcting the misstatement important to your program and goals? Or might your rebuttal work to the advantage of your critics and put you in an unfavorable position by attracting attention and providing a public airing of a problem better corrected in other ways?

If you feel you must respond or if the press, radio, or television asks you for comment, be prepared with facts and provide as many as you can immediately. If you are not ready when the media calls, tell them so and get back to them. Never say, "No comment." Be cooperative and responsible.

If a story appears reflecting to your discredit or which may confuse, frighten, or antagonize people, you should analyze the audience, the credibility of the medium, and the potential impact of the story. You may then elect to:

1. Do nothing. This is often wise. The issue may just fade away.
2. Discuss the story
  - a. With the writer. A simple correction may be enough.
  - b. With the editor if you feel the impact is serious and the issue more than simple error. Most editors want to be fair. Ask for "equal space" or "equal time".
3. React
  - a. Send a press release.
  - b. Write a letter to the editor signed officially for inclusion in the



- column for that purpose. Urge others to write.
- c. Call a news conference if indicated.

- 4. Place a positive strategy of stories surrounding the identified issue. Release them over a period of time to:
  - a. metropolitan editors
  - b. community and rural editors
  - c. radio and television stations
  - d. health or family planning columns

All this is not to say that you should shy away from controversy for often controversy is the first step to good news coverage. Controversy captures the attention of the press and the readers and makes possible the airing of the facts that might be ignored. You may choose, therefore, to begin a controversy yourself. However, sometimes the controversy is not of your making, does not directly involve you, but relates to family planning. Then, no matter how hot the controversy, you have a splendid chance to speak up as an informed observer. Your agencies have a responsibility to give the public the benefit of first-hand knowledge on related public issues.

#### SOMETHING TO DO

- I. List three negative stories that might be released in your area.

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- 2. \_\_\_\_\_  
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How would you deal with each?

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Take this situation:

II. An overseas wire story printed on the front page of your paper reports that British medical authorities say that women over 40 who take the pill are more apt to have strokes than those who do not.

1. How will this story affect your agency?
  - a. Does the British press have credibility in your country?
  - b. Are "women over 40" a significant factor in your program?
  - c. What other fears might be aroused?

2. What will you do?

- a. With the press?

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1. Retrieval of the total release with full facts?
2. Attempts to find any authoritative opinion to the contrary?
3. Identification of respected local authorities for response or discussion?
4. Contact with your affected clients to offer alternate methods?
5. Efforts with the press to identify all women at risk to explain their personal risk--both in continuation of the method and in exposing themselves to pregnancy?

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white.



# FDA reports sharp rise in deaths among users of IUD

WASHINGTON (AP) — The Food and Drug Administration reported Wednesday a sharp increase in the number of deaths and uterine infections among women who used the controversial Dalkon Shield intrauterine contraceptive device.

The agency told an audience of about 200 scientists, physicians and industry representatives attending a special meeting that the Dalkon Shield has been associated with 11 deaths and 200 cases of septic abortions in women who had been wearing the IUD.

As late as June 28, when the A. H. Robins Co. of Richmond,

Va., agreed to halt sale and distribution of the Dalkon Shield, the manufacturer said it knew of seven deaths and slightly more than 100 cases of uterine infections associated with miscarriages among users.

The updated information, assembled for the special gathering by the FDA's Bureau of Medical Devices, also showed that another IUD, the Lippes Loop, was associated with five deaths and 21 septic abortions and another, the Saf-T-Coil, with one death and eight miscarriages following uterine infection.

The FDA said the new injury and death figures came from a variety of sources after the government's nationwide appeal to medical professionals for information on IUDs.

Dr. John Jennings of the FDA told the gathering that the FDA hoped over the next two days to get an assessment of IUDs, whether current labeling is adequate, whether any one brand should be singled out for special attention and how to treat patients who become pregnant while using an IUD.

The FDA said that 8.8 million IUDs have been marketed

since 1966, including 205,274 discontinued models and 83,920 involved in clinical studies but not yet available to the general public.

The agency said that only three brands now are being sold to patients, all on a prescription basis: Lippes Loop, Saf-T-Coil and CU-7, the latter the first to be classified as a drug because it leaches minute amounts of copper into the wearer's uterus.

The FDA said that seven other models are undergoing clinical studies and nine more have been discontinued. Among the discontinued

brands was the Mazlin Spring which the FDA seized from the manufacturer after doctors reported hundreds of cases of that IUD becoming imbedded in uterine tissue, sometimes requiring surgical removal.

In the case of the Dalkon Shield, which prompted the FDA's review, the government has said it could find no reason for doctors to remove the shield from patients who have been wearing it successfully.

In June, however, FDA Comr. Alexander M. Schmidt and the Robins Co. advised doctors to consider therapeutic

abortions if shield users become pregnant.

## WHAT IS A FEATURE STORY?

Straight news stories and editorial comments are basic newspaper content, but to many readers, feature stories are what they enjoy. You can personalize your message, to wrap it in terms of human needs and fulfillments. Studies show that readers are interested in people first, objects second. Abstract ideas come in a poor third.

Consider telling a story with a contrast of emotions: joy and sorrow, love and hate, tenderness and cruelty, hope and despair. There are times you can add the spice of humor, astonishment, or indignation. Make the human element emerge when you write about your agency's programs and goals and certainly when you give statistics.

A feature article presents people with whom the readers can identify, and can have human reactions to more-or-less dramatic situations in which the time element is of little importance. A reader-involving feature story is just as good in September as it is in June.

Because the feature unfolds a mood in telling a story, it can be developed at a more leisurely pace than a straight news story. It is usually longer. It can combine a number of angles or events, play upon the readers' emotions or arouse them to action. Greater freedom of interpretation is possible.

Feature stories may be used to

1. Inform
2. Entertain
3. Arouse emotion
4. Move to action
5. Build a personality
6. Make readers feel involved
7. Combine with news for extra advantages

The sources for feature material are endless. You can find countless ways to demonstrate how the ability (or inability) to plan a family affects people in various situations. Or how overpopulation causes personal crises. Where do you find material? From clinics and hospitals, seminars and group discussions in your area, from your own observations of people and problems from field workers and clinic

staff. There is a wealth of material available. Use emotion to add warmth to a story--but use it wisely, with restraint.

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### FEATURE IDEAS

Alan Chalkely, \* former editor of DEPTHnews and former publications officer for the East/West Population Institute, talks about family planning feature ideas:

1. Family planning is about mothers and babies, and their health. All readers, listeners and viewers are curious about health, and medicine, and surgery. Even sometimes to an unhealthy, hypochondriacal extent.
2. Family planning is about marriage. Girls marrying later, earlier, boys marrying later, earlier; young girls marrying older boys, younger boys; work and marriage; the "marriage squeeze."
3. Family planning is also about divorce. More divorce, more babies? Or are divorcees on the whole less fecund? The cost of bringing up a child in a broken marriage; deserted wives and their kids; alimony (and its nonpayment and husbands going to jail.)
4. Family planning is about illegitimacy. The typical age of the unmarried mother. Is she more than usually fertile? Where does she give birth to her baby? Who brings it up? Where do illegitimate babies eventually go? What do they do? How do they in turn cope with marriage and society and their own fertility? Why the ups and downs of illegitimacy? What about the fashions that come and go over history, over what are called "consensual marriages," "querids," "concubines," "common-law wives"? Are they more or less fertile?

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\* Paper written for the Pilot Seminar in Communication for Family Planning, East-West Communication Institute, Honolulu, August 1971.

5. Family planning is about prostitution. Does greater "safety" within marriage, greater health of the wife, lead to less demand for prostitution? If not, why not? What is prostitution for? Who uses it?
6. Family planning is about promiscuity. Social attitudes towards the promiscuity in the young? In the older men? In women? What is the effect of promiscuity on demographic statistics, on society, on incomes, on employment patterns, on anything? Why do promiscuity cults come and go in modern societies?
7. Family planning is about love. And hate. And misery and joy. And fickleness. An lust. Do you mean to say that in the family planning field, you cannot "use" the love story? Maybe this is why: you put out a story like this:

"According to the latest analysis of the 1971 census of population, the net natural increase has declined over the previous ten years by .03 percentage points. According to Dr. Bono chief statistician for the Bureau of Census and Dry Goods, the most visible reason is that the younger female cohorts are delaying their entry into marriage!"

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### Feature Writing

The structure of a feature story is similar to that of a news release in that there is a lead, a body, and a conclusion. It is different from a news story in that in a feature story the material need not be presented in order of descending importance. All the facts do not have to appear at the beginning--the conclusion of a feature story is essential and generally will not be cut by the editor. Furthermore, feature story writing allows greater latitude in the introduction of personal feeling than does a news story.

The Lead. The lead of a feature story can be developed from many angles, but the focus, unlike that of a news story, is not necessarily to give all the facts. Its purpose is to get the reader's attention. You may use a quotation, a provocative

question, a word question, a word picture, a pithy short sentence, or some other unique approach. You are limited only by your ingenuity. Here are a few examples:

Direct quote

"Sex is better with family planning, that's why I like the IUD."  
(They will read that one!)

Question lead

"How much does it cost to raise a child to the age of 18? More than you think. Would you believe \$60,000?"  
(They will read that one, too.)

Description

"Mary Jones is tiny and dark with snapping black eyes and pulled back grey hair. You wouldn't know she was 85."

## SOMETHING TO DO

Using your own facts write leads to five of these stories.  
Choose different approaches. Are they primarily NEWS or FEATURE stories?

Booklet on Legal Abortions  
Is Available Across Nation

WAR PERIL IS FEARED  
IN POPULATION BOOM

LOWER BIRTH RATE  
SOUGHT BY TAIWAN

Birth Rate Affects  
Total Life

Michigan Lutherans Urge  
2-Child Limit for Families

U. N. Report  
2 Decades Add  
Billion to World

Touchy Question of  
Overpopulation

A quick,  
painless  
answer to  
overpopulation  
Vasectomy, the  
21-minute operation  
that leaves many men  
virile, happy and sterile.

Population problem will  
multiply others--Dr. Willey

Zero Population Growth  
is Far Away

Panel Urges U.S.  
Policy on Population

U.S. birth rate at a new low

The Anti-Baby Trend

Boost for Family Planning

Planned Number of Children  
Declines, Census Bureau  
Says

British Male Sterilization:  
Now It's Free

Pragmatic Politics  
Transform Population  
Cause into Campaign

Births and Famine

Baby Tax Urged to Limit  
Births

India Faces  
Starvation



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Body of a Feature Story. Proceed with the body of the story using the same style and atmosphere you set in the lead. Elaborate and explain your main points; paint word pictures of what you wish to convey. Develop only one central theme per story, eliminating all material that could cloud the main point and lessen the effect you seek.

Conclusion. A well-written feature story usually helps the reader to a conclusion. You may do this by using a dramatic climax, leaving a distinct message; a summary bringing out the salient facts; or a restatement of the lead for emphasis.

Books on feature writing will help you. But your best teachers will be the writers of the stories you read daily. Examine the examples throughout this unit, then begin to collect samples of those you think outstanding.

#### SOMETHING TO DO

Bring for group discussion three examples each of good and bad feature stories as you see them.

\*\*\*\*\*

# The Joneses are having fewer babies

**Experts agape  
at baby lag**

By Will

## Doctor-patient gap too big in Thailand

A DOCTOR issues a young mother with an antibiotic in syrup form and tells her to give her baby a teaspoonful every four hours.

doctors and patients. Thai doctors are scientifically trained specialists with the outlook and life-style that might be expected of them. Many are city-dwellers. This patient, Courte great elicitor of questions, instructions, with the patient's conclusions, reaches a

**New profile of  
average family**

Richard L. Strout  
sent of

## Betrothed couples required to take up family planning

From now on, betrothed couples cannot walk the church's aisle in matrimony without the planning activities of instructed

# Community News

Edited by CORNELIO DE GUZMAN

TUES., JULY 27, 1976

31

## HARMLESS GENTLEMEN

# Intensify vasectomy drive

By VICENTE AREVALO  
(Bulletin Correspondent)

ZAMBOANGA CITY, July 26 — "Hombre siempre after vasectomy" (translated as: "Still a man after vasectomy") is the battlecry coined by 100 local vasectomy acceptors to dramatize their intensified drive to gain more acceptors to this method of family planning.

The 100 vasectomy acceptors, in their first reunion held Sunday at the World Neighbors office in Baliwasan Grande, this city, pledged to get more acceptors.

They also promised to

get at least 10 acceptors each and to dispel the mistaken belief that a vasectomy operation reduces a man's masculinity.

Jokingly, but with truth, the acceptors remarked that on that score our living witnesses are, of course, our better halves who have since enjoyed peace of mind because they no longer fear unwanted pregnancies.

As a bonus, each acceptor who turns in not less than 10 acceptors will be given a shirt jacket with the inscription: "Vasectomy consultant."

The veteran acceptors, some of whom underwent vasectomy operations as

far back as 1974 without any ill-effects, proudly wear a T-shirt with the inscription. "Hombre siempre after vasectomy".

Meanwhile, World Neighbor regional Director Felix V. Rosario announced that a new injectible method of contraceptives for family planning is now available in this city through the WN family planning clinic.

The new method is the injection of a hormone into a woman's body which is designed to prevent conception for three months.

Dr. Gula C. L. Kintanar, family planning physician of the WN clinic

here, identified the new contraceptive hormone as Depo-Provera.

She said the new injectible contraceptive, which is gaining wide acceptance compared to other family planning methods because of its convenience, having to be taken only every three months, is extensively used in Thailand. Accordingly, since the program was started there in 1965, a total of 86,000 have accepted the new hormone contraceptive.

**Bataan family  
planning advice**

BALANGA, Bataan, July 26 — The branch of-

fice of the Department of Social Welfare here conducted recently a three-day staff development training on family planning information and counselling service.

Dr. Isabel Hilario, provincial social welfare officer, said the purpose of the training was to improve the skill of workers in motivating clients for family planning. Social workers and welfare aides attended the seminar.

Resource persons included Nonata Garcia and Constanca Gula, regional social welfare specialists; Salud Bagaliso, officer in charge of the (Continued on page 32)

### How to Place a Feature Story

1. Initiated by you. Always given as an exclusive to one paper. You submit the idea, work with one writer, see it appear in that one paper. The only exception to this exclusive use is when your original contact gives you permission (preferably written, because everything in his newspaper is copyrighted) to localize the same story for publication in another area. If you choose one newspaper for a special feature, rotate your favors with other ideas for other papers. You want to keep the goodwill of all your contacts.

2. Initiated by a reporter. This is definitely his or her exclusive! Protect the idea while giving all the support and assistance possible. Keep everything about it confidential until the story appears in that publication.

3. Written by you. In this case you will need to make individual arrangements. Where readership does not overlap, you may distribute it to one paper on only in each of widely separated cities or towns.

### Placing Stories Throughout the Newspaper

When you have an exciting news story, a set of facts, a feature idea, information you feel the public needs (or wants) to know, or no solid news but the continuing story of your program, you have a responsibility to make choices on how to handle that material so that it reaches the widest possible audience.

Turn back to page 29 and look at the list of sections you developed that present different options for handling of material. Remember your goal is to supply information, to reach individuals with different special interests. Could your facts be used to stimulate interest on the part of the newspaper readers of each section?

### SUNDAY SUPPLEMENTS

Many papers all over the world have Sunday supplement sections whose editors work independently of other staff, and who are restricted for the content only by policies of their papers.

Because they plan issues well in advance and have considerable space, the editors can do stories in depth, have freedom to use pictures, and even may be willing to listen to a request for a full issue on one subject if the interest is great and you are able to suggest a number of different angles from which to approach the subject. A good section must be like a good meal--variety, substance, space, some solid meat, and some light dessert.

### SOMETHING TO DO

Assume the Sunday supplement editor of your papers shows interest in your proposal for a population and family planning issue. What ideas could you offer him?

- 1.
- 2.
- 3.
- 4.

One special supplement of the India Times included:

1. "Three or two or one?"
2. "The Methods"
3. Interviews with Lady Rama Rau, Dr. Datta Pai
4. India/s Population Government

And a special New York Times supplement included:

1. Message to Congress on Population
2. Women's Stake in the Population Explosion
3. A Concerned Catholic
4. Black Perspectives

## THE EDITORIAL PAGE

This is the place for opinions, which should not intrude in news stories. It may reflect the newspaper's own impressions, convictions, principles, policies, prejudices, and political creed. To a large extent, it also mirrors the viewpoints of its readers, otherwise it would lose circulation.

Editorials can relate the population explosion to problems in transportation, education, childcare or abuse, need for additional city services, etc. Many newspapers remain neutral and have not as yet taken a strong position for family planning, birth control or abortion but in general, now, few newspapers will editorialize for large families and increased population.

The editorial page offers an opportunity to influence lawmakers and other readers to accept or promote family planning or concern for population growth. Editorials can supplement and underscore the importance of news and feature stories on other pages.

A firm editorial taking a position, clarifying a point, or urging some action can be of special value. The impetus may emerge from a news item--local or foreign--or the editor may (sometimes urged by you) see in certain published figures such as a census or the GNP or the number of illegitimate babies born, an editorial idea. The editor or editorial board of a newspaper usually makes topical decisions. Gather all your facts, put your request in clear form, and call the editor for an appointment (preferable) or send him the material.

Whether or not an editorial appears shortly after you visit is his option or the newspaper's policy. He may choose to make periodic mention of family planning in conjunction with other subjects. You will have obtained his goodwill and informed him of your program and may ask for editorial support at future times when special events warrant it. You cannot "place" an editorial but if one runs, take time to thank him.



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Here is an example of an editorial:

## Editorials

### **Fight Population Explosion**

In the year 1960 there were 3 million Filipinos scattered over an area of 300,000 sq. miles. Today there are 3.9 million Filipinos distributed over the same land area. If the trend continues, we will have less and less agricultural lands to cultivate and less food to feed the growing population, unemployment, which is now a problem, will even be more acute by the year 2000 and people would naturally be poorer.

The Filipino family is traditionally large. Parents in urban areas believe that the more children they have, the happier they would be. Those in the rural areas feel that the bigger the family the more farmhands there would be. Having been brought up in a religious atmosphere Filipinos adhered to the saying "Go forth, and multiply", the result—a runaway population.

It is no wonder the country is always poor. Money that should go to infrastructure programs and other improvements find its way to schools, hospitals, and social welfare projects. We cannot seem to get out of the rut we have put ourselves in.

Governments all over the world, recognizing the threat that population explosion could bring in the very near future, have decided to join hands and fight an enemy more destructive than all the weapons of the modern world combined. But the population explosion problem can be solved if everyone would be more population conscious. We can only help the world by fighting ourselves.

R. G. H.

\*\*\*\*\*

## LETTERS TO THE EDITOR

Letters to the editor may appear on the editorial page. They can reflect a wide range of different opinions or a concentrated public response to a specific issue. A majority of papers carry a public opinion column and most try to be fair in selecting letters with opposing viewpoints to represent both sides of a question. There is not space for all letters to the editor to appear, of course, but those that do are widely read.

Letters speaking officially for the agency should be signed by the president or the executive officer. The public information officer should remain as anonymous as possible--even though he/she often writes the letters above another's signature.

Based on an editorial, a news item, a feature story or another letter that has appeared in the column, each letter should develop only one thought. If you have several things you want to say, write several letters over a period of time. Keep them brief, interesting, colorful.

You can contradict, praise, condemn, request or "view with alarm"--but do not exceed the bounds of good taste. It is possible to develop a real public dialogue in this forum.

A good letter to the editor may call forth response--either agreement or violent disagreement. If you are wise you will see that opinion leaders or plain citizens, preferably those who write well, are assigned the responsibility of writing letters to the editor.

Editors have a formula to gauge public support by the number of letters they receive (although they know how to discount bulk responses.)

## COLUMNS AND COLUMNISTS

As part of your service to one or more of the papers you serve--both large and small--you may wish to offer to write a regular column.

There are several approaches--no one is "best." The decision is up to the editor and to you.

1. A sex education and family planning column
2. A health column in which family planning is covered regularly
3. A "problem column" to which you make regular contributions or for which you are the authoritative family planning resource.

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In Chicago a column, "Keep Your Family the Right Size" uses the pen name, "Leontyne Hunt" because people are more likely to write intimate thoughts to a person, not a paper. The questions cover a wide range of specifics, many of them far beyond what the editors had thought they dared carry. But they have little censor.

The columns, written in Chicago's Planned Parenthood office, have gone all over the country and have been adapted in a number of developing countries.

If you can handle or assign the regular production of such a column, develop five or six samples and approach the editor with them.

\*\*\*\*\*

### By-Lined Columns by Others

Signed by the writers, many of whom interject their opinions or their persons as participants in the action, these columns have a "fan club" of regular readers. Sometimes a writer is considered an authority on his subject matter whether or not he has the credentials or even pretends to have any. No form of journalism has more personal appeal or wider following.

Most columnists adhere to the subject they have chosen. Examples of columns which could be helpful to your program include:

1. Advice  
childcare  
teenage troubles and sex information

# Keep Your Family The Right Size

LEONTYNE HUNT

Dear Mrs. Hunt:

Is Planned Parenthood only for people with large families already? I asked my doctor about birth control after my baby was born and he said I had plenty of time before I had to worry about that.

Even though we only have the one child, we want to wait a few years before having our second, and we don't want more than two. Isn't that what "family planning" means?

Mrs. S. de V.

Dear Mrs. de V.:

"Family planning" does mean the spacing of children as well as the limitation of family size. If you and your husband prefer to wait before having your second baby, you certainly have every right to do so.

Unfortunately, some doctors — for religious or other reasons — not only do not suggest a method of birth control after a mother has a baby, but actually discourage using one even when she asks about it, as your doctor did.

If you wish to postpone having your next baby, it is necessary that you see a doctor about birth control method before resuming sex relations with your husband. If your own doctor will not prescribe a method for you, make an appointment to come to Planned Parenthood. Call 726-5134 and inquire about the center nearest you. Or write to me at the address at the end of this column and I will send you a list of the locations of all our centers. Don't delay.

\*\*\*

Dear Leontyne:

When I had my last period, there seemed to be more blood clots than usual in the flow. Are these the dangerous blood

clots you hear about the contraceptive pills causing? I have been taking the pills for about six months.

Mrs. C. D.

Dear Mrs. D.:

No, there is nothing unusual or abnormal about the kind of blood clots you describe, which come with the menstrual flow.

The blood clots you have heard about are those that show up in the veins of the arms or legs as painful knots or lumps. The medical term for this type of blood clot is thrombophlebitis. When it occurs — as it sometimes does — during pregnancy, it is also known as "milk leg."

However, there is no proof that this type of blood clot occurs in women taking birth control pills any more often than in women who do not take them. A woman who gets a blood clot while taking the pills may well have got it anyway if she had never taken pills.

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(Do you have a question you would like to ask Leontyne Hunt about family planning, sex education or related matters? You may write to her at Planned Parenthood Association, 185 N Wabash Ave., Chicago, Ill. 60601, and she will answer you at once. Real names are never used in those letters selected for the column.)

love and marriage problems  
health (usually written by an M.D.)  
homemaking and adjusting for another child

Some of the advice columns have questions and answers. Supply both when you are making suggestions to the columnist.

2. Personal

Gossip about celebrities anywhere in the world  
Local people in social or business activities  
Births, marriages, etc. of local people

3. Humor

Most of the quips or jokes are sent in by readers. Some are funny or wry comments on news. These columns or "fillers" are extremely popular with readers because even bad news (such as a decrease in tax allowance or child subsidy) can be made more palatable by a dash of humor. Laugh at yourselves once in awhile. If it's done publicly, it makes you more human.

4. Political opinion

5. Commentary

Many of these are local, but some are "syndicated," that is, written for a larger public and papers all over the country buy them on a regular basis. Some are international.

Editorial comment columns have as wide a range as the news which motivates the columnist to write on government, politics, environment, ecology, education, family planning, etc.

These columnists have considerable editorial freedom. Even though the newspaper may have a posture of not taking sides in a birth control, abortion law, or other controversy, the columnists are often permitted to express their own influential opinions in their essays. Study these columns in your newspapers and supply pertinent information.

## HOW TO WORK WITH PHOTO EDITORS

You can make wise use of the camera (yours or theirs) in several ways:

1. Photos to accompany releases: When you first contact the photo editor ask about his picture requirements. These vary greatly with the make-up and budget of each newspaper. Specifications on size and requirements for glossy or matte finish photos should be included in your media information records.

## ann landers



Dear Ann: In reference to the 25-year-old woman who wanted to have her tubes tied: The woman's husband was pestering her to have a second child and her nine-month-old baby was driving her crazy.

You said, "Twenty-five is awfully young to make this irreversible decision. Wait till the baby is three years of age."

By then you'll probably be enjoying him immensely and want another child."

I'll bet that woman's husband never changed a diaper or gave the

baby a bottle or a bath. Dollars to doughnuts the entire child-rearing job fell on his wife.

When the youngster gets older, Dad will probably say, "Go away, I'm trying to read," or "Don't bother me, I'm watching TV."

Then, after Mom struggles to get the kids off to bed, guess who turns into a tiger at 10:00 p.m.?

I'll bet most of the women who wrote to say they wished they'd never had kids are married to men whose biological contribution to fatherhood was the only one they ever made.

Our two kids are a joy, but what a happier time it would have been if "Dad" had given me a little help. — Glad I Quit At Two

Dear Glad: I was chewed out unmercifully by women critical of my advice to that 25-year-old mother who wanted her tubes tied.

Hundreds told me I was wrong to discourage her — that she knew better than I how many kids she wanted. At least 50 women wrote, "MYOB, Annie" — and maybe that's what I should have done.

Reprinted from the Honolulu Advertiser by permission of Ann Landers and the Field Newspaper Syndicate.



Check with the individual paper before submitting snapshots. Try to use pictures with as many of your releases as possible, particularly if your local newspaper uses a printing process that makes the running of many pictures no more expensive than the running of type.

When pictures accompany news releases and feature stories, choice positions on the page are often given and invariably more attention is drawn to the material. But if the picture has poor composition or quality, the best story in the world will not save it.

Here are a few points which may increase their chance of acceptance:

- Tighten the composition by cropping out distracting details and by focusing on one main point of interest. (Cropping is cutting the picture down to the part you wish to use.)
- Avoid cliches in pictures if you can. Ribbon cuttings, women "laying plans," speaker at a rostrum, are all cliches.
- Keep in mind the elements that can make a good picture: action, contrast, simplicity, oddity, story-telling, pathos, humor.
- Avoid crowds unless the crowd action is the purpose of the picture. Three or four individuals are usually plenty.
- Avoid pictures of people lined up looking at the camera. Pose people so their heads are on different levels--avoids monotony, adds vitality.
- Try a sequence of photos showing consecutive action to increase interest in a larger story.

Type the caption (identification and story line) on a piece of paper listing the correct names of the people from left to right and what is happening. Leave paste-up space at the top of the sheet. Paste to the bottom of the back. Fold the caption over the picture.

Never use a paper clip and never write on the back of a photograph. Either of these can damage the print, spoiling it for reproduction.

2. Spot shots: Many papers prefer to take their own pictures and, for a suitable story, will send a photographer if you contact them far enough in advance. If they do:

- Select photogenic or dramatic-appearing persons for photographs. The purpose of the photo is to further your cause, not to reward your faithful workers.
- Plan on different people doing something different for each newspaper.
- Follow instructions exactly if the newspaper photographer is taking the picture.

- Provide the photographer with properly spelled names from left to right.

3. The picture story: As you look for new and more effective ways to portray your family planning story, consider the possibilities of picture stories--a series of photographs bring your story alive with very little text.

Talk over your ideas with the editor of a specific newspaper or the Sunday editor before you do any actual photography. If interested, he or she can be helpful in planning and may prefer to provide the photographer.

Find out how far in advance the photo editor schedules picture stories. Make a note of this on your media information records. Then, whenever you have a project you think merits picture coverage, call and tell him what you have in mind.

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## HOW TO IMPROVE YOUR PUBLICITY PHOTOS\*

By Maury Falstein  
Picture Editor, Chicago Sun

"As I see it, the weakest link in public relations is its picture presentation."

A picture editor is primarily interested in a story-telling picture. Secondly, he is concerned about the quality of the print. Finally, he looks for caption information that is complete and accurate. Remember, that a picture editor of a newspaper receives several hundred pictures every day. On an average he can use only one out of every six pictures that hit his desk. Your job is to see that your picture is good enough to compete for that valuable news space. Otherwise it ends up in the waste basket.

I realize that much thought goes into the planning of a publicity campaign. But when it comes to pictures, too many persons are inclined to let the camera do all the thinking. To get a good news feature picture, pre-planning of the composition and action is more than 75 percent of the job. The technical aspects of photography--the focusing, the exposure and the lighting--are important, too, but they rate second to the picture's message.

The picture that evokes some kind of emotional response--that precious ingredient called "human interest"--will sell itself. Unfortunately, too many pictures submitted by public relations agencies are deadly cliches. These are the "two men and a piece of paper" award or proclamation pictures, the deadpan plaque presentations, the routine ground-breaking shots, and the dull luncheon pictures where the rolls and water glasses in the foreground have as much animation as the characters seated behind

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\* Reprinted by permission.

them. Rather than waste the time of the photographer, the personalities being photographed and the editor who will surely discard it, this kind of picture is better left untaken.

Be as candid as possible when covering an award presentation. Try to catch the expressions at the original ceremony, if possible, rather than attempt to restage it. Look for an offbeat approach. If the award is for traffic safety, for instance, get the winner in a spot where the background will show a busy traffic pattern. Or try a new angle. Sometimes a low angle or overhead view will help dramatize a situation. . . .

A sense of timing is of the utmost importance in photojournalism. It takes a skilled photographer, or a lucky amateur, to catch the emotion or action at its peak. One second too late, or too early, can make the difference between a smash picture and a mediocre one. Imagination, creativity and timing make the difference. . . .

Caption information is important, too. Often I've had to discard an otherwise usable picture because of inadequate or inaccurate information. Some pictures arrive with seven heads but only six names. Or just as bad is a picture with six heads and seven names. . . .

#### SOMETHING TO DO

Develop a photo story for presentation to an editor from one of the following ideas. Outline the picture ideas and the text in the space provided:

1. A day with an outreach worker as she calls on families who have different needs
2. A day in the clinic
3. Travel with the mobile unit
4. Interviews with successful adopters, showing "why"
5. Or any of your own good ideas

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A well-planned photo feature will be almost self-explanatory. Brief captions can tie together the story line but the pictures should tell the story. A picture story should have human interest appeal. Seek a story that needs to be pictured rather than written about. Picture editing requires imagination, a good eye, and a sense of the dramatic.

## THE INQUIRING REPORTER

The inquiring reporter goes into the street and asks questions, sometimes every day. Persuade him or her to ask a question on the pill, or on family size, or a related topic. It should be a question to which a wide variety of answers--some surprising--may be expected. Newspapers usually include a photo of each person giving an answer.

### **PhotOpinion**

By John Teets

Should high-school students  
be given contraceptives?  
Asked on the North Side

Neil Taylor  
Evangelist  
North Side

I'm completely against premarital sex: It's unscriptural, and the only way sex is right is between husband and wife. But people are going to do it anyway and should be careful. It's a sin to bring unwanted kids into the world.

Dana Rease  
Student  
South Side

Yes. Parents often shrug the child off, but kids are going to do what they want to. So it's best they find out and have a birth-control method rather than come home with babies. People who aren't going to do it won't be affected.

Steve Hendrix  
Computer operator  
North Side

No, because I just don't believe in that. It shouldn't be brought up in school -- it tends to encourage fooling around. When I was in school it was the same. But there's nothing at all you can do about it. It just happens.

Carolyn Pepper  
Teacher  
Lincolnwood

Definitely, because they should have knowledge about anything they do. Contraceptives should be available so they can make their own decisions. It wouldn't encourage them, just make them more aware. Lots just don't know.

PhotOpinion appears in the Chicago Sun-Times.

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## ART, DRAMA, AMUSEMENT

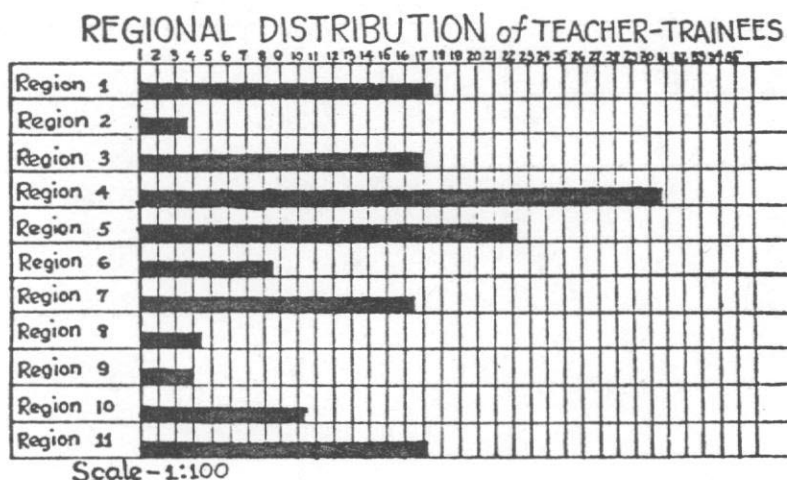
The local players, puppeteers, or Wayang Theatre, might be showing family planning plays. Anyone of these events could provide you with material.

Schools might be persuaded to have an art or poster competition. This could be a city paper story, with local community and village stories, and school paper coverage, or one of them might sponsor it. Some work is involved but important audiences are reached. Art or drama editors could be persuaded to sponsor or judge the competition.

## EDUCATION

Lots of story possibilities. What is happening to school enrollment? What are the trends? In the Central City? In the villages?

# **15,000 Teachers Re-trained for Population Education**



More than 15,000 teachers from the elementary and secondary schools of the country have been re-trained for Population Education. These training seminars provided teachers with the background information and knowledge for the eventual integration of the population education in the school curriculum.

A total of 146 division and district supervisors have been trained, who in turn were the trainers for the 15,191 teachers from the eleven educational regions of the Philippines.



### SOMETHING TO DO

Think of two story angles that might appeal to Education Editors, or focus on education for the news editors.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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2. \_\_\_\_\_

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\_\_\_\_\_

## ENVIRONMENT

This has become such an important topic that big city papers are assigning special editors to writing environmental news. And there is a wide variety of material.

### SOMETHING TO THINK ABOUT

List four possible angles for consideration by your editors, relating environmental concern to population increase.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Include ideas for small papers.

If you are in a group, discuss with the other members the topics you have chosen and enlarge on the possibilities.

## FAMILY LIVING

Some newspapers have women's pages, although others now believe that what is of interest to women is of interest to everyone. Stories aimed at those aspects of living--home, family, health, lifestyle, changing society, formerly considered "only for women" are now integrated into the whole paper.

New sections are called "Today's Family," "Family Living," "Life in the Home," "Tempo," etc. With a broader audience they use feature stories with a human interest to everyone.

Are there abandoned babies in your hospitals or institutions? Are the day care centers finding malnutrition a factor? Are they overcrowded? What happens when a woman goes to a clinic for birth control information? Give assurance that her dignity will be respected. Do mothers want fewer children? Do fathers? There is no limit to the variety of approaches your stories can take.

## FOOD

The family living section may include news on food and nutrition, or food may be allotted a separate section. It is often front page news and you will see many story possibilities.

The relationships between your program priorities and food are easy to draw and the articles will affect people who had not recognized the applicability.

1. Food budgets and good nutrition for the small, medium, and large family.
2. The results of undernourishment.
3. Overpopulation--its affect on the dinner tables in your country. Food shortages, food substitutes.

#### SOMETHING TO THINK ABOUT

How does overpopulation relate to food in your country?  
Three story ideas should set you thinking of more--most of which may be too important for the food page.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### SOCIETY PAGES

Society pages were once the only places where private agencies such as Planned Parenthood could get any coverage at all. Editors now understand the news value of family planning programs--but there are still people who like to read about society. Do not ignore them.

Large numbers of women leaders in their communities devote countless hours to family planning programs--either in direct service, educational programs, or fund raising. Some of their fund-raising ideas made good pictures--and good coverage, especially when the involved individuals are community leaders. People like to read about people--including themselves.

#### SCIENCE AND MEDICINE

Reporters who cover medicine and science beats are sometimes, but not always, the same. Science stories move away from medicine but as they reach toward developing technology, shortages of resources, they relate directly to

## Famine forecast for millions of Asians by UN

NEW DELHI (WPN:S) — A stark forecast of famine and deprivation for millions of Asians has been set forth by the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP).

ESCAP says "death for millions of people" can only be forestalled by "fundamental changes in development strategies, and in particular, in planning for the masses."

The warning and the call for radical change in development strategies is contained in ESCAP's annual "Economic and Social Survey of Asia and the Pacific, 1974," presented at the thirty-first ESCAP session in New Delhi last month.

### *Marginal Millions*

The survey charges that in some countries of the ESCAP region, "a staggering portion of the population involving hundreds of millions of people, is at the margin of subsistence," and "the situation could easily deteriorate as populations grow unchecked and crises continue in food supply and other areas."

Populations and labor forces in the ESCAP region have continued to expand "at alarming rates," says the survey.

The developing countries of the region will have, by mid-1975, around 2,074 million people, or 73 percent of the population of the world's developing countries. By the year 2000, more than 1,500 million will be added, a projected growth of 60 percent in a quarter of a century.

### *Dim Targets*

Growth targets set for the Second Development Decade have not been met in most Asian countries, according to the survey. Only China has ex-

ceeded the goal of a six percent annual growth in gross product and a 3.5 percent increase in per capita product.

Prospects for attaining the targets in the future are "rather dim — unless there is a significant turnaround in circumstances which are immediately or largely beyond the control of the Governments concerned, and an equally substantial improvement in the effectiveness of their own national policies to deal with the problems besetting them."

### *Bottom 40%*

The population facing the greatest risk of catastrophe is the poorest 40 percent which inevitably suffers most from food shortages and natural disasters.

ESCAP says the basic goal of development planning should be to raise the living standards of that bottom 40 percent rather than those of the top 20 percent. To do this, a reallocation of investment is needed.

Consumption and production priorities also need to be reordered, according to the survey. Changes are needed in the balance between small and large industry, and between industry and agriculture.

Substantial financial support will be needed from the international community, but "the major responsibility for finding feasible solutions rests with developing countries themselves."

Copies of the "Economic and Social Survey of Asia and the Pacific, 1974", document E/CSN.11/L.412, may be obtained by writing to ESCAP, Sala Santithani, Bangkok, Thailand.

## Explain the child!

Some candid opinions of why people have children

Well, I can't figure it out. The wife and I...

15 words in a newspaper article and that is the limit. The rest is left to the imagination.

# Why they DON'T want children...

JOYCE is an editorial assistant, is 25 and has been married a year.

She and her husband, a sub-editor, has a standing debate between them. He wants a child. She doesn't.

To him marriage means kids. To her it means togetherness. She thinks more of being individuals less of being parents.

A child needs attention and that she isn't prepared to give. So what's the point, she says.

"Alex thinks we can leave the child with his mother in the day and take it home with us after work. I say, no. It's not only shifting of responsibility — it's not right to bring a kid in to the world if you can't look after it yourself."

"We could pay \$100 for a servant to come here and stay with the kid but it boils down to the same thing doesn't it — leaving other people to bring up your child?"

### Selfish

Joyce is selfish with her time because she says doesn't seem to have enough of it. She works a five-day-week at a publishing firm, gets home in time to cook, eat, and catch up with a bit of reading. Week-ends she cleans house.

It has three rooms, a dining area, a kitchen and two toilets. It's an extremely well-kept and well-furnished place. They sank about \$1,000 on furniture, carpets and curtains.

"We wouldn't have been able to afford all this if there was a kid," she said as she glanced round the place with satisfaction.

Of course people have done with less and still raised a family. It's a matter of priorities, really.

## Now, the other side of the story

by LEUNG THONG PING

she admits. "Mine are studies, travel, then the family. When you think of all these things you want to do, children sort of gets pushed further and further away."

Joyce is one of those who don't fit into the child-centred norm that women are supposed to conform to and there are quite a few like her.

In the past they wouldn't have been able say to it so freely and with such assurance that they are getting a much better deal for not wanting a child.

Financial independence and contraceptives allows them to determine the kind of lives they want to lead.

They argue that children limit self-development and point out friends whose ambitions are smothered once the kids arrive.

They say children aren't important to a marriage. The ability to get along with one's spouse is.

They admit they're selfish but what the heck if they enjoy being free!

In the end their lack of maternal instinct puts some people off. As one male said: "It's not only un-natural, it's unattractive."

One child free wife said she's even been accused of peurile thinking. "This friend said I hadn't grown up yet. I said what absolute nonsense! I can handle my own life well enough."

Her husband who is even more adamant about not having children has a stock answer for those who want to know why they still haven't started a family after five years of marriage. "I'm not a man yet," he says. Full stop.

### Salary

They are both successful people. He's an economist. She's in business. Together they earn a sizeable salary.

Still, they don't feel entrenched enough yet. But basically their indifference to children stems from the way they look at marriage.

"I think companionship means more to us than anything. It's what we can make the most of life together."

Personal freedom matters too and they make sure each has a lot of it to keep their varied interests alive. For instance, he loves golf, she thinks it's a waste of

time. She likes friends around her, he has little taste for company. She loves to travel, he doesn't.

When you look at it there doesn't seem to be much companionship going but that's how their marriage is. It's being close without actually stifling each other with constant nearness.

Isn't she curious about the birth process that so many women say completes them?

"I used to be until I became a biology student. It doesn't interest me now."

There are moments she says when the thought of experiencing motherhood crosses her mind — usually when she sees a lovable child—but the desire vanishes as quickly as it comes.

They have talked of adoption. "There are lots of children who need parents. We just might adopt one in later life," she says.

With so much time on her hands (there's ma-in-law and an amah to run the house) she finds herself looking out for hobbies. Recently she bought several packets of seeds and is just itching to start her own vegetable plot.

Some question their ability to be parents.

Said one woman doctor: "Looking back you find so many things wrong with your own upbringing you begin to wonder if you're fit to bring up others."

There is the mixed-marriage couple who fears society's prejudices. "No matter what you say, a child of ours will have trouble facing the world," says Hamidah. She is married to a Swede who works here.

"I don't love children much," she explained. "I'm one of those people children don't do a thing to. Besides I think they're

too much trouble for what they're worth. There are enough people in the world."

Of course there are couples who eat up their words later. There's Ann and Joseph who thought they had no affinity with children whatsoever and were intensely happy in each other's company to want a third person in their lives.

After eight years of unbridled freedom they began to wonder if they were getting too involved with each other. It worried them that they were getting very self-centred.

On the other hand I've spoken to a mother of two who tells me if she were to live all over again she WON'T have children.

### Sheltered

"Never!", she said. Half the time I'm squabbling over feeds with my husband I've lost my looks. I haven't time to do anything but rush home from work to feed the kids."

They hadn't planned them, she said. They had married young were so innocent about sex they hadn't even known there were such things as contraceptives. She blames her sheltered childhood for it.

She doesn't hate the children she says. She's fond of them but can't bring them up.

She's gotten to such a state, she's in morbid fear of forgetting to take the Pill. If she conceives again she won't want the child, she said.

From Straits Times, Kuala Lumpur, Malaysia.

population growth and interest a larger audience. Since so much of the birth control news which comes from outside sources is medically oriented--relating to the pill (pill "scares" included), the IUD, new methods in the laboratories, you will develop good medical resources. These can include your medical director if your program has one, and members of a medical advisory panel which should number among its membership physicians from many disciplines. The public is known to accept statements coming from medical sources as authoritative so that well-researched stories covering different medical angles are highly acceptable.

Moreover, your ability to produce qualified medical people able and willing to respond objectively to questions that arise unexpectedly increases your credibility with the press staff and their willingness to use you as a resource.

Medical "news stories" are apt to break from other sources, rather than being initiated by you. But medical features may be plentiful in your program if you look for them.

## Dalkon Shield Abandoned

RICHMOND, Va. (AP)—A.H. Robins Co. announced yesterday it is abandoning plans to put the Dalkon Shield, an intrauterine contraceptive device, back on the market.

A spokesman for the Richmond-based pharmaceutical manufacturer said the company "remains firm in its belief that the Dalkon Shield, when properly used, is a safe and effective IUD."

The Dalkon Shield was taken off the market one year ago by Robins after the company notified doctors that reports had associated the device with septic, spontaneous abortions.

Robins had planned to put the device back on the mar-

ket under a patient registry system now being developed by the Food and Drug Administration.

"However, it has become increasingly uncertain when the design of such a system will be completed," the spokesman said.

"This uncertainty and the further delays which may be expected, coupled with the interruption in marketing which already has extended for more than a year and the adverse publicity which has eroded physician and patient confidence, would make the successful reentry of the Dalkon Shield into the market difficult, if not impossible."



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*Development*

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## Science provides balance

By Artemio R. Namoca

MAN should know how to control his environment, to check disease, and to reduce death during the early years of life. To achieve the same end, there should be consistent efforts to control birth rate.

There are still a good number of people most especially in the rural areas who consider that children are a cherished gift from God. Beliefs and traditions related to this bearing of children are sanctioned by those who cling to the order of society. The people's acceptance of adjustments will only take place due to extensive cultural reorientation and social reorganization.

### Balance

Scientific explanation says that nature itself keeps the balance between the number of people and resources and that the existence of life is sustained only when our environment allows or supports it. Through the advances of science, contraceptives and modern ways of controlling population were introduced to the people to stop the population explosion. Science has helped a lot in reducing the high birth rate.

Due to the improvement in science, man has learned to cope with environment, to control disease, and lessen death during the early years of life. Through this economic, technological and medical progress, mortality has declined as large numbers of children still continued to be born, thereby creating an ever increasing surplus of births over deaths.

### Scientific efficiency

With the development of science man slowly becomes capable of breaking the grip of nature. Man's ability to check diseases and to provide better living conditions has resulted in a decline of the death rate and rapid population growth. Although science is responsible for decreasing and limiting the population, it has also helped increase it in one way or another.

Science has led to progress. As scientists became more efficient, technology opens more and better resources at his command. There would be more and improved medical techniques enabling man to cure and prevent diseases. The ability of man to stop disease and to provide ample living conditions will result in death rate decrease and fast population growth. Therefore, population growth is the consequence and prerequisite for economic development, with science providing the balance.

### SOMETHING TO DO

What feature stories on medical subjects might you develop for the following. Give a brief description:

1. Central City papers? \_\_\_\_\_

\_\_\_\_\_

2. Village papers? \_\_\_\_\_

\_\_\_\_\_

3. School papers? \_\_\_\_\_

\_\_\_\_\_

How might they differ in content? Why? \_\_\_\_\_

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## RELIGION

The gap between certain religious groups on the subjects of birth control, responsible parenthood and population control continues though it is, we hope, lessening.

Stories showing consensus as well as controversy may be of interest to the religious editor.

# Having big family a sin, minister tells hearing

By Lynn Langway  
Of Our Washington Bureau

WASHINGTON—A Methodist minister and population expert has testified that families that have more than two children are working against man and God.

The Rev. David O. Poindexter, director of the Population Communications Center of the United Methodist Church, spoke at hearings held Thursday by the National Commission on Population Growth and the American Future.

"Given the threat that overpopulation poses to the planet as well as to the well-being of all men, to go beyond two children per family is a sin against man and a violation of the will of God for our

society," Mr. Poindexter told the commission.

SEVERAL witnesses criticized the commission for not moving swiftly and strongly enough to recommend federally subsidized, national birth-control programs. (The commission's final report to Congress is due next spring).

"Ignorance or silence will only serve the interest of those opposed to stabilization, or who hope to use population policy against the poor or a minority group," said Carl Pope, Washington representative for Zero Population Growth, which favors a two-child self-limitation to keep population from swelling further.

Naomi Gray of New York City, a private family-planning consultant, said blacks feared

that birth control would be a form of genocide because "some white interests are more concerned with causing certain black babies not to get born than they are with the survival of those already born."

"The only population control that I see blacks being interested in is the control of the white population, which threatens to use all of the resources in both the white and the non-white worlds," she declared.

THE CONSULTANT said that "as long as family-planning programs are controlled by white interests, then the charges of genocide will continue to be raised and will . . . make these programs very tenuous in any aware black community."

Several witnesses noted that, contrary to the stereotype, population growth is not mainly among the poor. Pope cited statistics saying that the poor and near-poor constitute 20 per cent of the population and account for 32 per cent of the births.

## COMIC STRIPS (FUNNIES)

Comics have a universal appeal. Favorites like "Pogo" and "Blondie" appear all over the world. Many are syndicated, but some are local. One large university is even giving a credit course for which the only textbooks are comic strip books.

Some artists (and their editors) recognize their potential as a socializing force and are including serious messages in their story lines.

Readers who look for relevancy to real life faithfully follow the daily activities of their favorite "comic" characters. Use this medium to convey an overpopulation of family planning idea.

1. Make a careful assessment of its potential among comic strips carried in your papers and offer appropriate suggestions to the artist.
2. Actively seek such strips appearing elsewhere and recommend their use of syndication in your area.

## CARTOONS

The single frame drawing has to deliver its message with a single punch. Occasionally the same character(s) are used in a series, but each cartoon must present a complete and independent idea. There is no continuity as in the comic strips.

Cartoons depict caricatures, laughable exaggerations, or distortions of their subjects. They can entertain, ridicule, point with pride--and exert a considerable social force. The cartoon in the newspaper is an effective way to influence public opinion.

The subject matter for a cartoon can cover a wide range of ideas and purposes and can be treated good naturedly, humorously, seriously, starkly or with sophistication. While some papers publish only the cartoons they purchase from syndicates, others (large and small) employ their own cartoonists or use free-lance illustrators to prepare original caricatures on local people or situations.

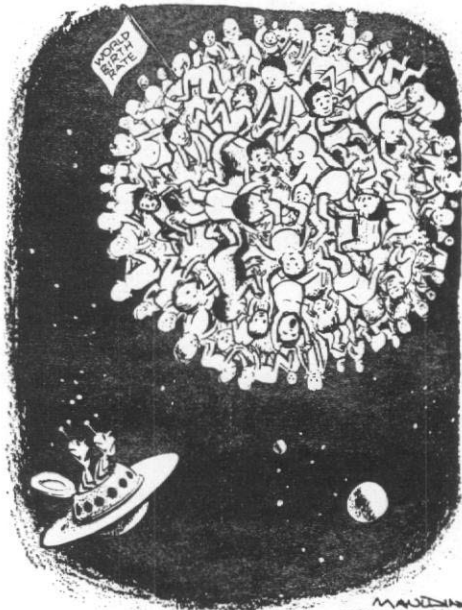
A cartoon pinpointing some aspect of your program may be developed in one of several ways:

1. The editor, with or without your suggestion, may assign a cartoon idea to a staff artist.

2. You may suggest (in writing) several ideas for cartoons and offer them to the newspaper editor--or the cartoon editor of one of the syndicates or feature services. Offer an idea to only one person at a time. This must be an exclusive offer.
3. Have specific cartoons drawn and offer them, already done, under the same terms as (2).

## EDITORIAL CARTOONS

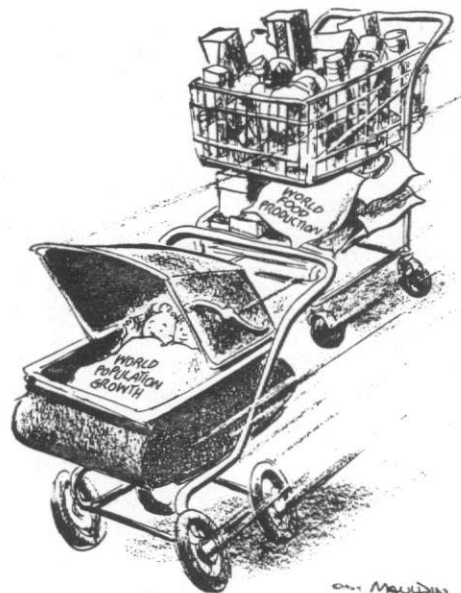
Editorial cartoons are highly memorable and can instigate discussion among readers during business and social hours. When you have a suggestion for the cartoonist and it is used, you will find the cartoon treatment has real impact.



"THAT'S NOT A PLANET — IT'S AN INCUBATOR."

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Reproduced by courtesy of Wil-Jo Associates, Inc. and Bill Mauldin.

Copyright © 1964 Chicago Sun-Times.  
Reproduced by courtesy of Wil-Jo Associates, Inc. and Bill Mauldin.



DRAG RACE



## "FILLERS": THE MIGHTY BRIEFS

Fillers are really short news items. Brief and to the point, "fillers" get attention out of proportion to their length or position on a page. They give you a chance to inform the public on many facts, one at a time.

A filler item is used to fill out a column of type that has run shorter than expected. Fillers are kept at hand for make-up editors in newspaper composing rooms to pad that extra space. Fillers must be short--usually a brief, straight statement--and attributed to the agency.

A good practice is to send each paper a sheet with several filler items. If you can send fresh sets periodically, this will be advantageous to you. Here are some examples of filler items:

Every 8.6 seconds someone in the world dies of starvation.

Overpopulation is affecting our supply of air, food, and water. It is lowering the quality of every phase of life--including physical and mental health, housing, economic opportunities.

This year more than 100,000 Americans, 60 percent of them men, will opt for surgical procedures to make them sterile. Only five years ago, 60 percent of such operations were performed on women, according to the Association for Voluntary Sterilization.

## WIRE SERVICES AND SYNDICATES

Five agencies do most of the international distribution of news: Reuters (Great Britain), Associated Press and United Press International (U.S.), TASS (Soviet Union), and Agence-France-Press (France). Correspondents in many countries and a headquarters staff transmit news to subscribing newspapers.

They, plus internal news agencies such as Samachar in India, Antara in Indonesia, the Kenya News Agency, and others you identify should be on your list for releases. Many of your stories will merit better than local coverage.

Editors choose events and stories which are of wide interest and transmit them by wire.

Remember, too, that stories come in to your papers over these wires and editors may call upon you to localize--or respond.

### SOMETHING TO DO

Find out :

What are the national news agencies in your country?

Which international agencies have bureaus in your city?

Be sure to include the facts in your Workbook media file, and establish yourself as a resource.

In the United States some 200 syndicates supply the market with a wide variety of feature materials. Most newspapers supplement their wire-service and local news from outside sources. The degree to which this is done by newspapers in each country varies widely.

If there is a syndicated operation in your area or used by your papers, discuss with the editors these possibilities:

1. Using materials and stories prepared by you.
2. Assigning your story suggestions to staff writers.
3. Contacting you as a source for information and as an expert in matters relating to the program.

Materials not locally based but designed to enlarge the informational and educational content for the mass media are circulated widely by such services as the Press Foundation of Asia, (DEPTHnews).

### THE SPECIAL EVENT

One example of news that is planned rather than news that "happens" is the special event. It may be a seminar, a speech, or a clinic opening. Hopefully, the person designated to publicize the event is involved at the planning stage in order to obtain the maximum possible public exposure.

Planning the publicity is simple, but it should start well in advance of the big event.

1. Prepare a news release or fact sheet advising editors of the meeting. If it is an important event, develop a press kit with glossy pictures of the

speakers together with a complete program, giving times for each segment. Check the portions most likely to be newsworthy. People make news. Who will be present? The primary purpose of the news release and attached material is to whet the editor's appetite--to show that the meeting is worth covering in person, and deserves more than an announcement.

2. Make an effort to get the full text (or at least abstracts) from the principal speakers. From these you will be able to write advance news releases and to answer queries from editors or reporters. Do not distribute any texts until the reporters arrive at the meeting. You prefer that they cover the story in person. If a speaker plans to talk without a prepared speech, try to get a few quotable quotes in advance.

3. Whenever possible, offer to arrange private interviews with speakers and other dignitaries. Reporters normally welcome special interviews--to give them an "exclusive" slant to their stories and to permit them to dig deeper on certain aspects of a broad topic. Personal interviews often produce better and more publicity than the prepared speeches. If you can, have a pre-arranged place for these meetings, to assure privacy and quiet.

4. A press room is an asset at your meetings. In press rooms, in addition to phones, and typewriters, have on hand, paper, carbon paper, pencils, typed or mimeographed texts of the speeches and biographies of the speakers, as well as extra copies of your previously distributed news releases. If it is a big meeting, a copy machine is an asset.

In planning your copy schedule and in your releases, try to give both morning and afternoon papers an equal break in being first with newsworthy lead angles. If the format of the meeting prevents this, there is no great cause for alarm. Morning papers are usually content to write up the entire previous day's developments. In any case, they get first crack at reporting dinner sessions.

### PRESS CONFERENCES

Call the press together for a "conference" only if there is a real news break which cannot be covered fully in a press release. Knowing when not to call a news conference is as important as knowing when to call one. Few things annoy a newspaper editor more than to assign overworked staff to a conference for a routine announcement that could have been handled through the normal procedures.

Set up a conference only to permit the news media to explore in depth a story that is too unusual or complex to be developed through a news release. The story should be of interest to all of the news media (newspapers, wire services, radio and television).

When a conference is planned, a "tip sheet" describing clearly the time, place, basic subject matter, and participants should be sent, preferably by hand, to city editors of newspapers and wire services and news editors of radio and television stations as well as to special writers concerned with the subject (for example, science, medicine, or social welfare writers). A telephone call to special writers whom you know, filling them in on what is expected to come out of the conference, is a good idea.

Begin the conference on time. Present briefly the news break involved. Present the experts who will either make the presentation or act as resources. The chairperson or staff person will keep in the background but may be called upon to moderate the questions to allow every reporter an equal opportunity.

### PRESS SEMINAR

A good way to talk to the press--and to other media people including radio, television and magazine editors, is to conduct a press seminar, introducing an in-depth discussion on a topic or problem of current interest--and the relationship of your agency to the solution.

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In the Philippines, investigation revealed that newspaper editors who gave population problems a low rating had never attended a family planning seminar--and were otherwise lacking in knowledge. A seminar looked like this:

### SEMINAR ON FAMILY PLANNING COMMUNICATION FOR MEDIA PERSONNEL

#### PROGRAM

- |      |       |  |
|------|-------|--|
| 8:00 | a. m. | <u>Registration</u>  |
| 8:30 | a. m. | <u>Opening Remarks</u><br>Dean, Institute of Mass Communication; Coordinator,<br>Project on Family Planning Communications |
| 8:40 | a. m. | <u>Orientation</u><br>Chairman, Training Committee   |
| 8:45 | a. m. | <u>Introductions</u>   |
| 9:00 | a. m. | <u>Discussion on Up-to-Date Facts and Figures on the National<br/>Population Problem</u>                                   |

Dean, University of Philippines Population Institute

10:00 a.m. Coffee Break

10:45 a.m. Discussion on Different Family Planning Methods and  
Status of Family Planning Programs  
Executive Director, Commission on Population

12:00 noon Lunch

1:30 p.m. Discussion on the Role of the Media in Family Planning  
Radio  
Resident Representative, United Nations Development  
Programme

Television  
Assistant Professor, I. M. C.  
Consultant for Broadcasting, Department of Public  
Information

Newspapers  
Professor of Journalism, University of Philippines

3:00 p.m. Refreshments

3:30 p.m. Group Discussions on How Media Personnel Can More  
Effectively Perform Their Role in Family Planning Com-  
munication  
Moderator-President, Philippine Association of Broad-  
cast Journalists

\*\*\*\*\*

A seminar for the press and broadcast media on a topic of high current interest--such as sky-rocketing adolescent sexuality and early pregnancy--can be a successful press education technique.

Include college and high school editors in the invitation list to press seminars or design a seminar especially for them and certainly plan to develop stories with and for the student press.

[illegible]



## PRESS KITS

On special occasions you may wish to put together kits of material for media distribution. The material included will be background for the occasion--glossy photos and biographies of speakers or honored guests; a one- or-two page factual news release, a summary sheet on the organization, its activities, objectives, history, and checklist of suggested additional services or ideas you are willing to provide.

## ADVERTISING

Advertising in the newspapers may take at least three forms.

1. Classified: Small personally written "ads" telling where a service is to be found.
2. Display: Program-oriented or product-oriented--larger, attention attracting, expensive.
  - a. Display ads telling of services or seeking funds
  - b. Display ads with coupons redeemable for services

A comprehensive look at advertising as part of the total approach to multiplying the impact of family planning information programs is beyond the scope of this module.\* However, here we can think in terms of use with the newspaper in a motivational or informational function.

With the limited budget usually available many agencies feel it is not a wise use of funds to pay for newspaper advertising. With your initiative, planning and some hard work, the news columns will be open for your message. However, the classified ad columns that list services are sometimes the only ways to get regular exposure of necessary routine facts, such as clinic hours, to the readers.

List under "Personals," "Medical Services," or whatever classification your paper has that is appropriate. An ad might go something like this:

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\* See Michael McMillan, ed. Using Commercial Resources in Family Planning Communication Programs: The International Experience (Honolulu: East-West Communication Institute, 1973). Distributed by University Press of Hawaii, Honolulu.

Do you know there is a way  
to safely postpone pregnancy until  
you are ready for a baby?  
Phone (insert number) for information.  
Or come to (insert address) any day  
between 9 and 5.  
Safe. Easy. Sure

Proposals to the newspapers for free display advertising--to support your  
program specifically or the philosophy generally--or to underscore a government  
policy--need to be handled quite separately.

**CONFIDENTIAL  
ADVICE ON  
FAMILY  
PLANNING**



**CALL  
6-22-707  
6-18-823  
MON. to FRI.  
7:00 a.m. - 9:00 p.m.  
SAT.  
8:00 a.m. - 6:00 p.m.  
IMCH**

#### OTHER IDEAS

Creative cooperation with the press can produce some unusual enlarged  
coverage:

For example, in Taiwan the family planning IEC officer working with the

large newspapers developed

1. Regular news release
2. Question and answer column on family planning, run regularly
3. Special criticism columns developed by the drama writer for readers to criticize the family planning drama running on television, including readership opinion on the current slogan (two children are just right)
4. An essay contest
5. A cartoon contest
6. A photograph contest

The above three resulted in only a few hundred entries but the winning entries reached the total readership of the papers. The only cost to the program was the prize money.

7. Family Planning Quiz and Games--with prizes  
One quiz brought in 38,000 entries!

A game asked the readers to estimate how much money it cost to raise a child through college. There were 10,000 entries (a side result was the encouragement of readers to think of the cost of each child). Another game called for estimation of saving to a couple who delayed child birth for three years. Again 10,000 entries.

## SUMMARY: SECTION II

In this section we have discussed a number of ways to work with newspaper people to get family planning material included. We noted the importance of a good fact sheet as a way to introduce your agency to the newspaper, as well as the importance of establishing good professional relationships with key newspaper personnel.

We have summarized some key points about various kinds of newspaper coverage. News stories usually deal with one of three topic areas--conflict, progress, or big names. A news release is an important way of getting information to newspapers as a basis for news stories. News releases should be written to attract interest, and following the general structure of beginning with a lead, then providing details, and ending with the less important information. This is the inverted pyramid style of news release writing. The lead can be written around six basic elements: who, what, why, where, when, and how. We also summarized some important "dos" and "don'ts" for writing news releases.

Strategies for responding to negative news stories or rumors were also explained. These include doing nothing under certain circumstances, discussing the material with the writer or editor to get balanced treatment, reacting through letters to the editor or press conferences, or responding with a series of stories on the issue done over time through a variety of media.

We also discussed a number of other techniques for getting information into the press, including feature stories, editorials, letters to the editor, columns of various kinds, photo stories, and speciality departments such as the inquiring reporter, art and drama, education, environment, family living, food, society pages, science and medicine, religion, comic strips, cartoons, fillers and wire services. Truly a long list offering many possibilities! Special attention was given to the "special event" and press conferences as ways to make news about family planning.

In sum, it seems that, with imagination, talent, and hard work there is not a page in any newspaper where family planning information cannot be placed.

## SELF-TEST: SECTION II

Check your progress by answering the following questions.

1. List at least five different sections or departments in newspapers, and explain how each can be used for family planning.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. What are the three main topical areas for news stories?

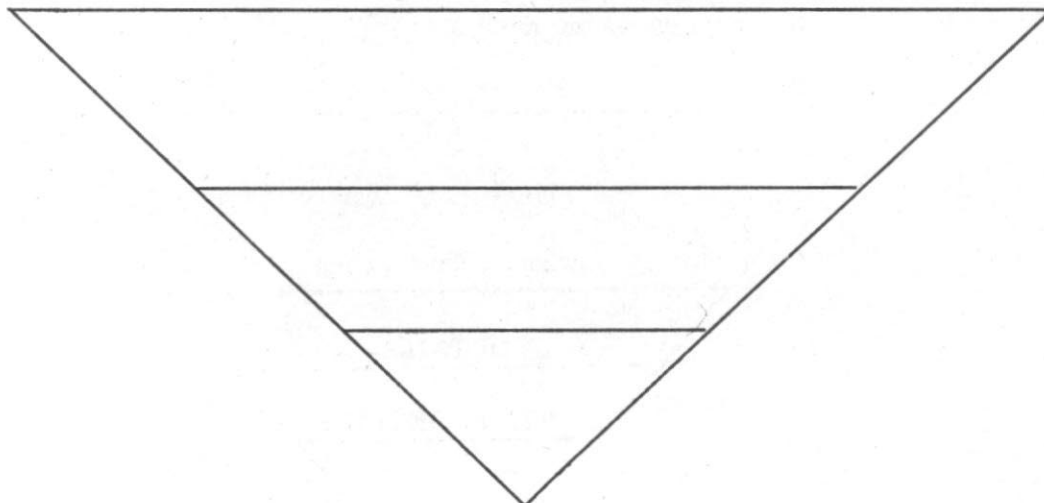
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3. Below is the "inverted pyramid" format for writing news releases. Fill in the appropriate information, showing what appears at each level in the release.



4. Describe at least four strategies for dealing with rumors or negative news stories.

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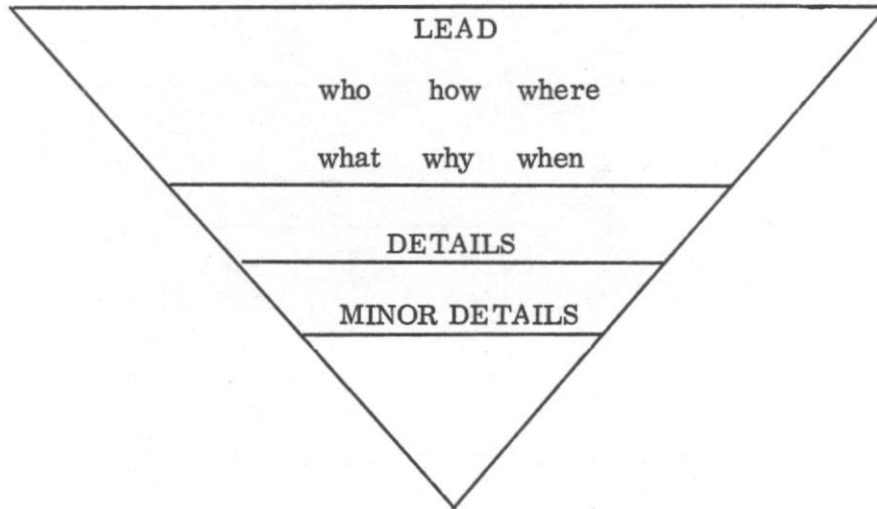
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### ANSWERS TO SELF-TEST

1. Compare your answers with the listing in the unit.
2. Conflict, progress, big names.
- 3.



4. Do nothing xx -- sometimes it is better just to let the issue "fade away."

Discuss the story with the writer or editor to correct misinformation or to get a more balanced total story.

React by sending a press release, writing letters to the editors, or calling a press conference.

Place positive stories on the issue in a variety of media.

## UNIT II

### MAGAZINES

### UNIT OBJECTIVES

When you have finished this unit, you should be able to:

1. List and explain six attributes of magazines as media for family planning.
2. Describe at least five different types of magazines, identifying the audience for each type.
3. Identify the first step in preparing an article for magazine publication.
4. Identify three kinds of story ideas which editors often look for.
5. Identify the three main parts of a magazine story.
6. List at least four typical magazine sections where a story may be placed.
7. Explain two "special strategies" for magazine coverage of family planning.

## INTRODUCTION

Magazines have long included "a little bit of everything" within their covers to interest many different audiences. This offers many possibilities for the professional who wants to use magazines to inform the public about family planning.

In this unit, we will talk about some of these possibilities. Again, we will approach the topic from two perspectives, "Know the Medium" and "Know Your Job" in working with a given medium. Under "Know the Medium" we will discuss some of the special attributes of magazines and how they can be used for four communication approaches. We will look at the wide variety of magazines available and consider the variety of special audiences to whom they are directed. We will expand our media file to include magazines and talk about ways to gather information on magazines for our file.

Under "Know Your Job," we will talk about how to develop stories for a particular magazine and how to get them accepted by a magazine editor. We will also discuss a variety of ideas for getting your material in to a magazine and some special approaches to try with magazines.

## KNOW THE MEDIUM

Today, a number of magazines with a narrower audience focus are appearing and flourishing. This is to the advantage of the information officer seeking to use magazines to reach given groups.

The reasons are many and vary by country. In the developed world, advertisers know to whom they wish to speak; the science of audience segmentation is sophisticated enough so that they can identify their potential customers clearly. They therefore choose to put their advertising dollars into media, that reach their audiences.

In addition, the readers themselves have become more selective in choosing magazines focusing on their interests.

The magazine has some special attributes which make it an important medium in any good "media mix."

1. Except for news magazines, there is less urgency in writing. Subjects can be reached carefully and information can be presented more completely.
2. Even general magazines do not try to cover all topics; therefore, articles can treat subjects in greater depth than can newspapers.
3. Since they are designed to have a selected audience, they are edited to appeal to the tastes of a clearly identified group. The editor of a "general" magazine works out a profile of a specific audience to whom his publication is aimed. It is possible to "zero in" on an audience with information tailored to its needs, including literacy level (as you have researched them or as you perceive them).
4. They can be passed from hand to hand, offering high multiple readership--many readers per copy. (They may sit in waiting rooms of doctors, dentists, and clinics for years!)
5. Magazines are retained with indexes and cross references by libraries and individuals for their reference value.
6. Reprints of articles may be made available in quantities for distribution.

For these and other reasons, magazines have been proven by surveys done

in many parts of the world to have a high degree of credibility--higher even than newspapers.

In rural areas the magazine as a medium should not be underestimated. A recent Philippines survey indicated that, in Luzon, the Visayas and Mindanao magazines ranked second only to radio and television in audience credibility.

The wide range of magazine format and audiences, with the resulting flexibility of approach, makes the magazine an excellent medium for at least three of the four communications approaches:

1. Information
2. Instruction
3. Persuasion

and to a limited extent,

4. Dialogue, in that the wise editor presents several approaches or even opposing opinions on given subjects both in the interest of objectivity and in the hope of creating reader interest--and sales--in the controversy.

#### SOMETHING TO DO

Review the discussion on the use of newspapers for each of the four communication approaches on page 24. In your group, discuss why magazines can or cannot be used in the same way.

Magazines have an amazingly large "market reach" so before we begin to explore in detail their "use" in your media plan it would be well to look at the scope of the medium.

#### SOMETHING TO DO

Do you have access to a library? If so, plan to spend several hours in the magazine reading room looking at current and back copies of each of the publications they keep on file, remembering that these represent only a small sample of the total number published.



The libraries have chosen them, however, to reflect the reading habits of their publics--a point you should consider in your selection of magazines to include in your media approaches.

Or, pay a visit to a newsstand or magazine vendor. The wide variety of magazines available will surprise you--and if you can persuade the dealer to let you leaf through a few, you will begin to understand that the magazine world offers a limitless medium which, if you are to use wisely, you will need to be selective, professional and untiring!

Take ten magazines and go over them carefully. Make notes in the following way:

Consider, as you look at each publication,

Who are the possible readers?

Do I have anything to say that might interest them? An article by article look may give you some surprising ideas for story angles.

"Star" ones which show promise.

Take notes in a form something like this

MAGAZINE	AUDIENCE	FOR USE?	COMMENTS
Argosy	Men	Possibly	Sex column
Cat World	Cat fanciers and breeders	Doubtful	

so that you capture any story ideas used. If you find magazines that might have use in your program, you will then want to incorporate more information about it in your media file.

The variety of articles which you may have found is as limitless as the ability of editors and writers (as well as information officers) to develop different approaches.

Here is a list of a few of the articles which have appeared in United States publications. These will give you some idea of the scope and give you some "starters" to build on for your own programs.

Bulletin of the Atomic Scientist - "Licensing for Cars and Babies"

Scientific American - "How Many People?"

Harper's Bazaar - "Birth Control by Astrology"

Saturday Review - "Who Makes the Babies?"

Redbook - "How Many Children Are We Entitled to Have?"

Newsweek - "Casanova Controversy"

National Parks - "Population Strategy"

Reader's Digest - "Family Planning or Population Control"

Commentary - "Plague of Children"

Parents' Magazine - "Population Control - Your Child's Future Depends on It"

Time - "Rhythm Lobby"

Christian Century - "Right to Choose; Vatican Concern"

### THE MEDIA FILE

A media file will help you use magazines more effectively. Because, unlike working with newspapers and the electronic media, you will not put it to daily use, the card file form will not need to be as detailed.

For easy reference to magazines you hope to deal with regularly, build a file. Here is a sample form. You will find more in your workbook. You may wish to change this form for your needs. Use a 8-1/2" x 11" sheet; it is a tool for your use and convenience. Design it that way.

MAGAZINE:

ADDRESS:

CIRCULATION:

AUDIENCE:

EDITOR:

SPECIAL SECTIONS:

TECHNICAL INFORMATION:

Print:

Photo:

COMMENTS:

### Crossfile

As important as the card file on each magazine is a cross file you will keep

by subject and by audience (this is especially important in developing strategies to reach specific audiences), so that as you gather information on publications you will be able to retrieve it when story possibilities appear.

Of course you will keep a file on each magazine with which you have direct contact so that reasons for acceptance or rejection of your material add to your sum of knowledge.

## DIFFERENT KINDS OF MAGAZINES

As you develop your magazine file you will begin to recognize the different types. We will analyze some of the different types, distinguishing them by circulation and by audience.

### National Circulation Magazines

These magazines are edited to interest a geographically far-flung reading public. Competition for article selection is keen but if your story is important enough the resulting exposure is extensive and important to solicit. Do not underestimate the scope of interest your stories may have. Look at every magazine as a possible medium.

### Local Circulation Magazines

In the central city and in the surrounding rural areas these may welcome your material if you make it relevant (that is, localize it).

### Family Planning Magazines

If you wish to publish a regularly scheduled magazine, your needs are far more than this module can provide. While we will not cover the technical details of publishing such magazines, we will deal with their content.

The Client-Oriented Magazine. Articles can be simple in format, with easy-to-read language and a broad approach, not only to family planning but to a wide variety of interests which in some way relate to the general topic and to the lives of the readers.

It should have many pictures and eye-catching headlines and layout. For greater interest, combine factual material with stories and even poems and cartoons. Take into consideration the special needs, attributes and cultural specifics of the audience, including taboos.

Comic book-style magazines are especially good for low literacy audiences. In the Philippines, Taiwan, Pakistan, Indonesia, the United States--to name only a few countries--they are well received.

Family Planning Professional Magazines. Because family planning has ramifications for a wide variety of special interest groups, and because the outlets for such specialized information are limited, many family planning organizations have published or cooperate to publish, special magazines. This "extending" type of magazine meets a number of valid needs to consider if one does not exist in your country. You may want to make a recommendation to publish.

1. It can be mailed to those individuals in related fields who have shown an interest in the family planning field--or those whom the editors feel should evidence such an interest.
2. The articles can be designed to do a clear job of reporting what the editors deem important at the moment.
3. A large and multiple-interest audience can be well served with the specifics of family planning.
4. Information from all over the world can be incorporated into the content.
5. Necessary statistics, reports and other facts and figures can be presented in an easy-to-use form and circulated to a wide audience as the occasion requires.
6. Special interest advertising, an important economic consideration, can be sought.

In editing such a magazine, the same care, editorial skill, imagination and attention to detail of layout, illustration, and readability are essential if the designated audience is to consider it worth reading. The lazy approach to incorporating only routine reports, vital statistics, and mundane articles must be avoided.

Consider the broad spectrum of articles that have appeared in Perspectives, the magazine published by Planned Parenthood/World Population in the United States (see next page). Another list represents only part of one issue of Sukhi Sansar, published by the State Bureau of Family Planning, Maharashtra (India):

"Educated Families Must Take the Lead"

"Blessed are Those Who Have Only Two or Three Children"

# TRUE TO LIFE

JANUARY 1977

## WHY ME? THE STORY OF AN ATTACK THAT DIDN'T HAPPEN TO "SOMEBODY ELSE!"

One rape victim's story! ..... 4

## WE'D HAD TWO CHILDREN -- BUT WE'D NEVER MADE LOVE!

A perfect marriage...until we went to bed! ..... 10

## "TO WHOEVER FINDS ME..."

Why does a young mother decide to  
take her own life? ..... 14

## I ALMOST KILLED MY BABY TO KEEP MY HUSBAND!

Doctors told me never to risk pregnancy,  
I thought I had to! ..... 20

## MAMA MADE ME DO IT -- BUT SHE WOULDN'T TELL ME WHY!

I suffered from my mother's tragic secret! ..... 24

## MY LAST GIFT OF LOVE!

We had so little time, and so  
much love to share! ..... 46

## THE TOUCHING STORY OF ANNIE

"I just wasn't able to cope!" ..... 50

## I'M 19, PREGNANT, AND SCARED!

Will diabetes ruin my life? ..... 53

## BEDROOM GAMES ! Bonus Mini-Story

only my husband knows how to play! ..... 71

Extra Bonus:

### LOVING TRUE, LIVING TRUE

by Marjorie Ford

Special Excerpt: Six Whole Chapters! ..... 29

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"Family Planning in Industrial Units"

"Family Planning Work in Organised Sectors"

# people

Be a merry-go-round  
Take into Malthus  
A new strain of diary  
Four voices for women  
What action in the Plan?



And--new but extremely well done and universally read not only by family planning personnel but by opinion makers around the world is IPPF's People.

You can use People as an excellent idea resource. The issues are full of story angles you can localize.\*

Even if you are not considering publication of your own "extended family" magazines, be sure that your identified "extended family" has an opportunity to see one of those that are available.

## Consumer Magazines

These are usually available on newsstands or by subscription, and reach a broad general public.

A large group of secondary consumer magazines are aimed at special groups of the public who have a common

interest: religious faith, political science, hobbies, sports, etc.

A category often overlooked by the information officer is the fiction field--which covers a wide area--including short stories, novelettes, and importantly, confession and first person stories, fictionalized.

Consumer publications may cover such topics as:

Art

\* Their cumulative index is available upon request: IPPF, 18-20 Lower Regent Street, London, SW 1 Y4PW.

Business and Finance

Ethnic

Confession

Education

Fiction

Food

General Interest

Health

Home and Garden

#### Sponsored Publications

These are produced by businesses, organizations or companies to be given away. They may be "internal" for employees, friends or customers or "external" for stockholders or the public. A good example is the airlines "in-flight" magazines which cover a wide variety of topics.

#### Trade Journals

The content of these is selected for persons in a specific profession or trade. Editors look for articles, photos, fillers which will directly relate to the readers and which usually will add to their technical knowledge. In this category farm journals are an important choice for reaching rural audiences. Other trade journals may cover

- Books
- Churches
- Health Care
- Government and Public Service

#### FOR FURTHER INFORMATION

Consult an all media guide such as Standard Rate and Data (published in Evanston, Illinois, U.S.A. and circulated worldwide), Australian-Asian Rate &

Data, published in Australia, or Dentsu, a Japanese guide, which list the circulation, coverage advertising rates, mechanical specifications, and editorial content of most magazines; or, contact a publisher's representative--located in any good-sized city--he will have listings of all magazines which carry advertising.

If one is published in your country, you can consult a magazine or writer's guide. In the U.S., for example, Writer's Market, with pertinent information, is published each year. In them, most magazines are listed by audience, for example, home and garden, literary publication, teen and young adult.

**REDBOOK MAGAZINE**, 230 Park Ave., New York NY 10017. Issued monthly. Rights purchased vary with author and material. Reports in 6 to 8 weeks. A freelancer's dream. Receptive, honest, sincere. The editors will even violate the magazine's editorial rules if you have something that makes them care enough. Pays top rates, on acceptance. Enclose S.A.S.E. **Nonfiction:** Articles relevant to the magazine's readers, who are young women in the 18- to 34-year-old group. Also interested in submissions for "Young Mother's Story." "We are interested in stories offering practical and useful information you would like to share with others on how you, as a mother and a wife, are dealing with the changing problems of marriage and family life, such as the management of outside employment, housework, time, money, the home and children. Stories also may deal with how you, as a concerned citizen or consumer, handled a problem in your community." Please don't hesitate to send it because you think your spelling or punctuation may be a bit rusty; we don't judge these stories on the basis of technicalities and we do make minor editing changes. For each 1,000 to 2,000 words accepted for publication, we pay \$500. Mss accompanied by a large, stamped, self-addressed envelope, must be signed (although name will be withheld on request), and mailed to: Young Mother's Story, c/o *Redbook Magazine*. Stories do not have to be typed, but we appreciate it when they are legibly written." Length: articles, 3,500 to 4,500 words; short articles, 2,000 to 2,500 words. **Fiction:** Anne Mollegen Smith, Fiction Editor. Uses a great variety of types of fiction, with contemporary stories appealing especially to women in demand. Short stories of 3,500 to 5,000 words are always needed. Also short-shorts of 1,400 to 1,600 words. Payment for short-shorts begins at \$850, and at \$1,000 for short stories.

**How To Break In:** "It is very difficult to break into the nonfiction section, although two columns --Young Mothers and To Be a Woman --which publish short personal experience pieces (1,000 to 1,500 words) do depend on freelancers. Our situation for the fiction department is quite different. We buy a quarter of our short stories cold from writers whose articles come in brown envelopes in the mail. Another 40% are repeats from writers who were originally unsolicited and less than half are from agented writers. We buy about 50 stories a year. This is clearly the best way to break into *Redbook* and we even sometimes ask successful fiction people to do a nonfiction piece, say, essay for our Christmas issue. Most of the stories we're proud of --the fresh material which gives *Redbook* fiction its distinctiveness --are from people we've discovered through the unsolicited mail. So when we open each brown envelope, it is with a great deal of hope. We read everything that comes in and try to give a reading the day it arrives. Still the odds are very difficult, since we do get a great deal of submissions. The short shorts (8½ pages or even shorter) have the very best chance."

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Reprinted from Writer's Market '77, p. 463. By permission of Writer's Digest Books, Cincinnati, Ohio.

Rather than transfer all of the material from the guide to your media file, see that you have easy access to such a publication and use your media file to maintain records on those you contact.

## KNOW YOUR JOB

Your job in dealing with magazines differs with each publication.

It consists of a judicious combination of

- Identification of media
- Analysis of audience and story ideas
- Approach to the editors
- Preparation of material
- Assignment to a writer

The order will vary each time. We can deal here with some elements.

## STORY IDEAS

Knowing your program so you can identify possible magazine stories requires not so much knowledge of each facet as the development of a special sense, a selective eye, which alerts you and says, "Here's a story idea."

What are you doing that no one else does? Or as well?

What barriers are you fighting?

Who on your staff (or an outside supporter who) is an ultimate authority on something interesting?

Do you have any stories with strong emotional appeal?

What colorful personality is doing something unusual that others would like to read about?

Learn to say to yourself:

"The nursing profession would like to know . . ."

"Parents of teenagers could learn . . ."

"Religious leaders might be interested . . ."

"It would make the public angry to read . . ."

Or whatever . . . .

The magazine as a medium offers a rare opportunity to look at the audience/  
message relationship in three ways:

1. Consider the magazine article an opportunity to sit down and talk at  
some length to a given audience on some subject.

To whom do you want to talk?

About what?

2. Apply the reverse procedure and look at the magazine first as we began  
to do in the library exercise.

Here is a forum for discussion:

Who reads it?

Which of the many things I have to say will apply, appeal to them?

3. Remember that the family planning audience, like any other public, is  
not a "one interest group." When you analyze magazine readership you  
will see that the same audience will reappear many times.

The acceptor or would-be acceptor may also be

a homemaker

a nature lover

The opinion leader may be interested in

politics

agriculture

schools

You have the opportunity to inform, to instruct, to persuade or to create  
dialogue based on specific approaches to different interests with resulting valuable  
reinforcement.

### SOMETHING TO DO

Professor Donald Bogue, of the University of Chicago, has identified "Twenty-Five Communication Obstacles to the Success of Family Planning Programs," based on his many years of experience in the field. They are listed in Appendix II.

All will not apply in your country; there may be many that do. They are useful examples to help you identify needs for behavior change and to help you in developing material for a variety of communication media.

Take those obstacles most appropriate to your situation, and in your group--or with members of your staff--discuss topics for magazine articles and possible magazine outlets which might make an impact on the attitudes of the "obstacle builders."

Obstacle	Audience to Reverse	Magazine	Title (Message Needed)

Wise use of the magazine as a medium does not begin with "an article." Rather, close and careful scrutiny of the profile of the magazine readership, plus the familiarity gained by careful analysis of several issues should lead to the formulation of story ideas for development. As you turn the pages of each magazine, bear in mind what you are "selling"--what you have to offer. Any story you believe is worth telling can be tailored to fit some magazine read by your publics if you go about it professionally--and persistently!

#### WHAT DO EDITORS WANT?

Remember that, although you are selling family planning, population control, or sexual responsibility, your ideas and your material must meet the editor's needs. He/she wants well-written, well-researched stories with "punch." To quote one expert, "He wants hard digging and thoughtful writing."

Editors look for different approaches--an angle, an unusual point of view. It may be

- A Name--A well-done story on a personality who is involved in the field of population and family planning.
- Dramatic Contrast--Affluence and poverty side by side; cities choking to death in their own pollution; food and hunger.
- Controversy--The kind of dramatic exposé article that is news, appears on the cover, sells copies.

#### WHAT YOU DO WITH THE STORY IDEA

When you have firmly in mind (1) the audience you wish to reach, (2) the magazine(s) whose readership includes them, and (3) the story angle which is right for both (1) and (2), you have two choices:

1. Write, or commission to have written, the article, following the guidelines you have accumulated about the magazine as to length, style, etc.--and submit it.
2. Query an editor, asking if he or she is interested. If not, another may be.

#### Straight Submission

This choice--unless your information says this is indeed the editor's preference--can be a waste of time and talent. There may be a similar article already



written; the editor may have assigned a story to another writer which makes yours duplicative. He may not be interested--or feel his readership would not be.

### The Query Letter

This may be the better approach. After you have done enough research to have the story clearly in mind and the selling points you wish to use with the editor defined, write a letter outlining the article and pointing out why it should appeal to his audience.

It may be well to write the lead and a sample paragraph or two. In addition to finding the subject matter of interest, the editor will need to have a "feel" for the writing ability of the author.

If the editor is interested he will either "offer to read it on speculation" or give you a firm acceptance--with a due date.

#### SOMETHING TO DO

Write a letter of inquiry to a local magazine outlining your idea for a story.

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#### About the Article

A good article has a theme, a point of view. Do not try to tell everything you know in one story.

The article will have three parts:

1. The lead gets attention, sets the stage, makes the point of the article, makes the reader want to continue.

It may be a quote:

"How does sterilization affect sex life?"

A startling fact:

"When Yale University became co-educational in 1969--adding 600 undergraduate women to its 4,200 male enrollment--it quietly but promptly began to offer a contraceptive service in its student health center."

A question:

"Why can't the United States be more like Burundi?"

2. The middle develops the theme, enlarges, gives facts, examples.

3. The ending sums up and reinforces the conclusions which the lead has promised. Often adds one final punch line to leave a lasting impression.

"If your daughter is of high-school age, don't neglect her sex education on the pretext that she doesn't seem interested in sex. If she isn't now, she will be soon--and your guidance may then come too late.

"Finally, perhaps it will ease parent-child communication if we recognize that our own generation is very much a part of the so-called "sexual revolution" (although "evolution" seems a more appropriate word). Our attitudes on sex are probably very different from those of our parents. If we can say to our sons and daughters, "This thing is bigger than both of us," then surely we stand a better chance of working together to mold a rational morality--based on mutual respect, affection, and commitment--to guide adults young and old in the sexual aspects of man-woman relationships."

A well-done article is clear, concise and tightly written. Don't clutter it with extraneous material.

#### Preparing a Manuscript

The appearance of a manuscript can make a difference in getting it published. The first page should follow a format like the one below.

Your name	No. of words
Address	
City	
Date	
 TITLE by (Name or Pen Name)  	

Make your copy clean. Double space, type on one side of the paper. Use white paper, black ribbon.

Set your typewriter margins so that each line of typed material contains about ten words for easy word computation. (For elite type this is 1-1/2" on each side of the page; for pica type, 1-1/4" on the left and 1" on the right.)

Each page after the first should be numbered and should carry your name in the upper left corner.

### Deadlines

Magazines are deadline-conscious in a different way than are newspapers.

Issues are planned well in advance of date of publication. For example, the closing date for a June issue may be March 1. If you want to submit a story for brides for the traditional (in the United States) June wedding, have it completed and in the mail before the end of February. In the world of magazines, the fall season begins the first day of summer; the winter issue is planned during the summer months. To earn the editor's respect, respect his deadlines and assigned due dates.

## YOUR RESOURCES

Writing magazine articles is a specialized skill, but it can be learned. Different kinds of articles may need skills that you or members of your staff may or may not have. Nor do they need to. Every country, every city has writers available on a "freelance" basis. Develop a list of these people from writers' clubs, magazine editors, acquaintances. Study samples of their work. When you have a story need, call on them.

Include in your groups of writers recognized authorities who will either be willing to write articles in their special fields or cooperate with your staff or with free-lance writers.

### Idea File

Keep an idea file for "someday" articles you plan to research or have researched for submission. Look for good stories done well in publications of other areas or other countries. Any good idea, localized (brought into local or regional focus), is worth re-focusing for local use.

## WHERE TO PLACE MATERIAL (A FEW SUGGESTIONS)

Your job is to know where material can be made relevant.

Magazines, too, are made up of a number of sections--features that run

regularly. These sections are usually handled by special editors who are always looking for ways to enrich their columns.

Magazine columnists have a real following and are always looking for ideas and the opportunity for interchange.

Letters to the editor is as important a section as its newspaper counterpart. Well done, appropriate (printable) comment may result in later stories.

Editorial comment is run over the editor's signature month after month, and month after month the editor has to think of something relevant to say to his readers. He or she would welcome useable material.

Cartoons and Humor. Do not overlook the possibilities of using many different kind of approaches, not the least of which is humor. The cartoon, the joke, the light poem, the "laugh at myself" kind of feature can often reach an audience not ready for other approaches, and can prepare the way. Cartoonists do not always think up the one-liners on which their cartoons are based. Many of these are submitted by regular contributors.



*"It's simple, Mr. Figby . . . if you can't cope with crowded conditions, masses of humanity, and traffic congestion, you should give up camping."*

GRIN AND BEAR IT by George Lichty. © Field Enterprises, Inc., 1977.  
Courtesy of Field Newspaper Syndicate.

Special Sections. These differ with each magazine, but may include:

Books--Book reviews of relevant books can be a subtle but effective medium.

Travel--Overpopulation in other parts of the world bears discussion.

Photos--Be sure, if you submit photos for publication, that they conform to the magazines specifications as to size, quality of paper, caption, etc.

Fillers. Articles and stories may make up the bulk of magazine content but cartoons, short items, pictures, and poetry fill a real need when the editor has a few inches of white space when an article ends. Sometimes these can have as much impact as a long article.

Featurettes. Featurettes are short articles containing between 25 and 500 words. They deal with single ideas and are tightly written. They may show how to do something, tell a dramatic fact, be humorous, or a short poem. The range of possibilities is infinite.

### SPECIAL STRATEGIES

As you build a relationship of mutual respect with an editor, you may develop some one-time or ongoing special features.

#### Whole Issues

An editor may be willing to work with you to develop a whole issue of the magazine or at least a major emphasis.

An almost complete take-over of a general magazine for family planning is represented by an issue of The Illustrated Weekly of India. With cover and some of the photographs inside printed in full color, these articles were included: "Make Love--Not Babies: Three or Two or One or None." Profusely illustrated, this lead story included box-all captions: "The fewer the merrier" . . . "Three is a crowd" . . . "Planning for happiness" . . . "Be fruitful--don't multiply" . . . "Pause at two--stop at three" . . . "Happiness is a small family."

In graphic design was this message: "Every 1.4 seconds a baby is born in India--every 3.5 seconds a person dies in India"; "The Methods" (with drawings, descriptions and evaluations of effectiveness of all methods of birth control); interviews (with men and women in Bombay--telling of their ignorance about family planning, their attitudes before and after use of protection); "Sex Education and Planned Parenthood;" "Japan--in the Near Future" (an article on Japan's progress in industry, education and other fields); a review of the book, "Jobs for Our Millions" written by V. V. Giri; a cartoon showing two farmers and this caption: "No, we don't reckon on having any more kids. I've decided to let the wife lie fallow for a while."

To blanket a single issue of one magazine, you might suggest these topics

to the editor who must have a balance of material:

- Ecology for recreational interests
- Health information on contraceptives
- Health of mother and children when there are fewer children
- Family lifestyles and standards of living
- Career or educational opportunities
- Interviews on attitudes
- Question-and-answer column
- Editorial or guest editorial
- Cartoon suggestions
- Short poems and other space "fillers".

#### Series

Offer continuing series, one article for each issue to be written by someone on your staff, or a free-lance writer, identified with your organization, or written under a pseudonym. Be sure the writer is prepared to meet the deadlines regularly with quality material. Prepare several prototypes written in the magazine's preferred style, make an appointment and discuss it with the editor.

#### A DISTRIBUTION ARRANGEMENT

O.D. Finnigan, in "Stretching the Media Budget--Ideas from East Asia"<sup>\*</sup> gives some ideas for using existing magazines to further the family planning program:

The objective of reaching a nationwide clientele could be achieved cheaply by guaranteeing to purchase a set number of copies of a popular monthly ladies' magazine, on the condition that they devote one-half of one

---

<sup>\*</sup> Unpublished paper, July 1971.



### SOMETHING TO DO

Study the articles reproduced on the following pages. From this limited information discuss with your group and analyze the article and magazine in which it appeared.

- By type
- By probable audience
- By geography
- What relevant information can you identify for your purposes?

issue each quarter to family planning. These quarterly issues could then be mailed to field workers, mothers' class leaders or wives of township and village chiefs. The program then must provide only articles, pictures, the wholesale purchase price, and the distribution cost of the quarterly family planning issue.

In Taiwan a respected economics review was asked to put out a population issue on a one-time basis. The program purchased 11,500 copies of this magazine and mailed 3,000 of them with a covering letter to high ranking government and civic leaders. An additional 8,000 copies are being used as a training booklet at the provincial Government Employees Training Institute where 8,000 middle level civil servants are trained each year. The cost to the program for this 50-page special issue was about 10 cents per copy including postage. The articles were written by program staff members, some for the signature of busy high-ranking officials. A secondary lesson confirmed through this experience that it is much cheaper for middle level family planning program personnel to ghost-write materials than to pay honoraria to highly placed officials.

Article 1

● Article: Sterilization: Now First for Birth Control

● Medium: Reader's Digest

● Probable Audience: \_\_\_\_\_

● Geography: \_\_\_\_\_

● Comments: \_\_\_\_\_

● Relevant Information for Your Use: \_\_\_\_\_

# Sterilization: Now First for Birth Control

There is no longer any question: Voluntary sterilization—vasectomy in men and tubal ligation in women—is a safe, reliable form of birth control. Once ignored by the medical profession, and virtually unknown to the general public, sterilization has zoomed in popularity in the 1970s—becoming one of the major medical and family-health stories of our time. Already, it is estimated that more than eight million Americans (over half of them men) have chosen sterilization, and medical authorities predict that millions more will do so in the future. The Agency for International Development (AID) estimates that more than 65 million couples in countries around the globe now use sterilization for birth control—which makes it the leading form of birth control worldwide.

Yet, despite sterilization's astonishing gains, public knowledge about it still tends to be scanty or inaccurate.

What is it *really* like to be sterilized? Here, from those who have chosen sterilization, and from the best-informed medical and scientific authorities, are answers to the major questions about the procedure.

BY EVAN MCLEOD WYLIE

**H**ow does sterilization affect sex life? Do males sometimes become impotent after a vasectomy, unable to achieve and maintain an erection?

Vasectomy should have no harmful effect on male sexual performance. The male reproductive organs—testicles, penis and prostate—are untouched by the operation. The production of hormones which control masculinity is not affected. Everything remains as before except that ejaculations do not contain the

sperm which can make a woman pregnant. A Chicago schoolteacher voices a common reaction: "It gives you a sense of freedom. Neither you nor your wife has to bother with other contraceptive measures or worry about pregnancy."

In fact, sterilization frequently seems to provide both men and women with a *more* satisfying sex life, marked by greater sexual vigor and enjoyment. Says a California woman: "Until I was free of them, I wasn't fully aware of how inhibiting and distracting contraceptive measures can be."

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Article 2

● Article: Why Sex Education Belongs in the Home

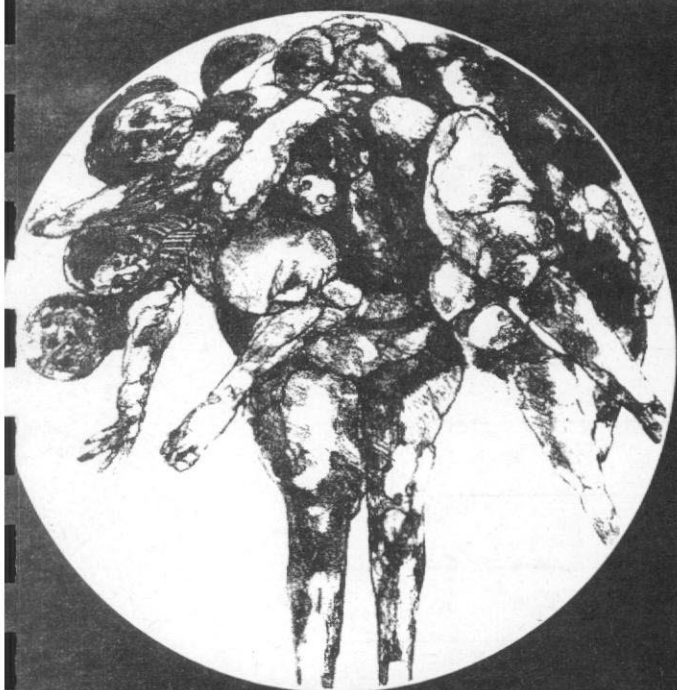
● Medium: P. T. A. (Parent-Teachers Association)

● Probable Audience: \_\_\_\_\_

● Geography: \_\_\_\_\_

● Comments: \_\_\_\_\_

● Relevant Information for Your Use: \_\_\_\_\_



# why sex education belongs in the home.

**By Dr. Sol Gordon**

Sometimes parents forget that before they were parents they were lovers, a fact that can affect how they deal with their child's emerging sexuality.

**i** imagine that one day your child comes home and asks you, point-blank, what intercourse means. What do you say?

Well, there's always the avoidance reaction: "Go ask your father (mother)" or "We'll tell you when you're old enough to understand."

Of course, "Where did you get *that* from?" is a possibility.

Or — difficult as it may sound — you could sit down with your child and explain what intercourse is. This way you'll be the one who tells him — not the kid down the block.

But what would it be like if most parents were able to communicate openly with their sons and daughters about sexuality? We can answer that indirectly by looking at what has happened by *not* preparing children to deal with their own sexuality:

☐ In 1972 there were more than 800,000 pregnancies among teen-agers, most of them unwanted.

☐ The birthrate among teen-agers is skyrocketing.

☐ In 1972 about 300,000 teen-agers had abortions.

☐ Venereal diseases are epidemic among adolescents; *vd* is second only to the common cold as the most prevalent communicable disease among teen-agers.

Clearly, our society is failing to teach sexuality adequately and in a healthy way. One matter still under debate, however, is where this teaching can best be done: By professionals in the school? Or by parents in the home?

My stand, "Keep sex education in the home," may sound like the battle cry of a reactionary prude rather than of a university professor. But in spite of my respect for what schools can accomplish, I believe that the best place to learn about sex is not in locker rooms, on street corners — not even in school — but in the home.

Many people agree with this not-very-revolutionary position. Why, then, is it so hard to implement?

In my opinion there are two basic causes: first, outmoded attitudes, which make parents reluctant to teach their children about sexuality; and, second, lack of information on how to do it even if they want to try.

Later on in this article I will give some practical suggestions on the "how to" of this kind of teaching. First, however, let's knock down some of the foolish strawmen parents hide behind when they refuse to accept this responsibility.

One obstacle is that many parents refuse to face life as it really is in the twentieth century. They suffer from a Victorian hangover — holdover? — that limits their vision and cripples their ability to cope with the reality of modern sexual roles — their own and their children's. But even as adults refuse to admit that we live in a very stimulating world, their children are out seeking and discovering *new* sources of stimulation.

Tragically, these same parents may eventually be caught by surprise because of the very ignorance they have ensured. Witness the reactions of countless mothers and fathers when they discover that their daughter is pregnant or their son has *vd*. In one horrible, cataclysmic moment, their whole world changes, and the reality of their children's lives comes sharply into focus.

Young people, too, pay a high price when adults adopt an ostrich-like attitude. When adults tell scare stories about sex, or worse yet merely say, "Don't do it," young people are not being given legitimate warnings and persuasive ad-

Art by Jacob Landau. Courtesy of van Straaten Gallery, Chicago

Reprinted from PTA Magazine, February 1974, p. 15. By permission of National PTA, Chicago, Illinois.

Article 3

● Article: Birth Control and the Negro Woman

● Medium: Ebony

● Probable Audience: \_\_\_\_\_

● Geography: \_\_\_\_\_

● Comments: \_\_\_\_\_

● Relevant Information for Your Use: \_\_\_\_\_





# BIRTH CONTROL AND THE NEGRO WOMAN

By Mary Smith

THE display on the clinic wall includes rubber cups and sacks, pink and white pills, plastic spirals, tubes of creams, calendars with dates marked in colors. As ordinary as they appear, these are devices that make a woman the master over human reproduction, the one who makes the decision between life and non-life. Each is a device for birth control.

Every day, it seems, it becomes easier for a woman to *not* have a child. Federal and social agencies are reducing the mysteries of conception to a banal routine and are prescribing contraceptives to almost any woman who wants sex—without risks.

But there are questions: How do these drugs and devices work? Will they harm the body? Affect sexual desires? Is it right to tamper with the normal reproductive function? Or for one individual to decide whether another should give birth to a child?

And now, across America, black people are raising even deeper queries: Is birth control just a "white man's plot" to "contain" the black population? Is it just another scheme to cut back on welfare aid or still another method of "controlling the Negro woman's life?"

The questions come mainly from the black ghetto (middle-class Negroes have accepted contraceptive practices well), and they come not only because of concern about "containment" and welfare cutbacks, but also because of a very prevalent idea that birth control

actually means "black genocide." That was the key phrase in an anti-birth control resolution passed at last summer's Black Power Conference in Newark. Since then, opposition to birth control has grown. The opposition ranges from that of a small California group called EROS (Efforts to Increase Our Size), which picketed when a physician lectured on family planning, to that found in Pittsburgh, where black people have organized strong protests against Planned Parenthood programs, to that of New York's ultra-militant Five Percenters whose spokesman has said: "See that sister there? She's having another baby for me. I need an army, and this is how we're going to get it."

In Pittsburgh, Dr. Charles Greenlee, health committee chairman of the Pittsburgh NAACP, and NAACP Branch President Byrd Brown have charged that Planned Parenthood, the international family planning agency, has "coerced disadvantaged black people to employ birth control by sending 'workers' door-to-door until women feel they are forced to go to a clinic." The 'workers' are untrained in any medical specialty, Dr. Greenlee says, but ask questions about a woman's pregnancies, her "personal" habits, and such things as whether she and her husband use contraceptives. "I don't oppose contraceptives *per se*," Dr. Greenlee says, "but I'm against this 'pill-pushing' in black neighborhoods where many people are made to feel that they'd better

Article 4

● Article: A World Action Plan to Limit

● Medium: Saturday Review

● Probable Audience: \_\_\_\_\_

● Geography: \_\_\_\_\_

● Comments: \_\_\_\_\_

● Relevant Information for Your Use: \_\_\_\_\_

# A World Action Plan to Limit Population Growth

by Richard N. Gardner

There are two important things to note about this meeting, a U.N. diplomat was saying recently. "First, it's being held in a Communist country. Second, it's being run by a Catholic."

The diplomat was talking about the World Population Conference that the United Nations is holding next month. Its site is Bucharest. Its Secretary-General is a Mexican Catholic, Antonio Carrillo-Flores, a large, affable, and politically astute man who was formerly foreign minister of his country.

To grasp the significance of these details, one has only to recall that for the first 17 years of the United Nations' existence, an alliance between Catholic and Communist nations kept the population question off the U.N. agenda. They were aided, of course, by the timidity of the United States and other Western countries that feared to face the subject for political reasons. It was not until 1962 that the world organization was able to discuss the population question, and so the opposition from Catholic and Communist countries was violent.

There were some vivid clashes of personality during that memorable General Assembly debate. After a particularly strong statement by a Scandinavian lady about the necessity for birth control, a Latin American was heard to remark: "If all women were like that one, there would be no population problem!"

The fact that the United Nations is holding its population conference this year with the tolerance of Catholic and Communist nations reflects the vast changes in attitudes of the last dozen years. The world's most populous Communist nation, China, is carrying out a massive family-planning effort. The world's most powerful Communist na-

tion, the Soviet Union, now acknowledges that population trends can threaten economic and social progress sufficiently to require remedial action—at least in less-developed areas.

Here, as in other subjects, the interests of the Soviet leaders finally proved stronger than Marxist dogma. Marx and Lenin never mentioned population as a special problem in economic development—once Marxist society was achieved, demographic factors were supposed to take care of themselves. By the Sixties, however, Soviet leaders were coming to see that the rate of population growth in some developing countries would make progress impossible under any form of government. Moreover, they were concerned that the growth rate in the USSR's Asian republics was outpacing that of European Russia.

The Vatican, while continuing to maintain its doctrinal opposition to "artificial" methods of birth control, is now striving to integrate its population policy with its recent emphasis on human dignity and development. And despite the Vatican's position, one Catholic country after another—first Chile, then the Philippines, now Mexico—has moved from opposition to support of family-planning measures.

So population is now a sufficiently "legitimate" subject that the United Nations can finally hold a "political" conference about it. The United Nations' two previous conferences were academic exercises run by demographers. This time political leaders will gather to make policy decisions.

BUT WHAT practical results can such a U.N. conference achieve? To begin with, to paraphrase Samuel Johnson's famous witticism about a hanging, such a meeting can "concentrate the mind wonderfully." As the Stockholm Conference on the Human Environment demonstrated, the very process of preparing for such a global meeting can help mobilize public opinion, focus the attention of political leaders on hitherto-neglected problems, and significantly influence national policies.

Unfortunately, few political leaders appreciate the urgency of the population problem, because they are not aware of the enormous momentum built into current population growth rates. This momentum is particularly ominous in developing countries as a result of the tremendous increases in the numbers of people entering the childbearing years.

(Continued on page 47.)

*Richard N. Gardner is professor of law and international organization at Columbia University. While deputy assistant secretary of state for international organization affairs in the Kennedy administration, he made the first U.S. proposal for international action to curb population growth.*

Reprinted from Saturday Review, July 27, 1974, p. 11.  
By permission of Saturday Review, New York.

Article 5

● Article: Hunger: The Ancient Killer

● Medium: Senior Scholastic

● Probable Audience: \_\_\_\_\_

● Geography: \_\_\_\_\_

● Comments: \_\_\_\_\_

● Relevant Information for Your Use: \_\_\_\_\_

## HUNGER: THE ANCIENT KILLER

**H**ISTORY is pockmarked with famine. It is mentioned in the Bible, and in the chronicles of most of the world's ancient peoples. In 436 A. D., for instance, it was recorded in Rome that thousands of starving and despairing people threw themselves into the Tiber River.

In the past two centuries, as populations have soared, so have famine's tolls. In India alone, between 1860 and 1900, ten major famines claimed an estimated 15 million lives. (All figures on famine deaths are educated guesses—nobody can make accurate counts in such catastrophes.)

To mention but a few of the most savage famines:

- ▶ India, 1769-1770: An estimated third of the population of Bengal province—perhaps 10 million people—died.
- ▶ Ireland, 1846: The potato crop failed. By 1851 the Irish population was down from the 1845 figure of 8,300,000 to 6,600,000. Thousands had emigrated to America, but as many as one million may have died.
- ▶ India, 1866: About one million died.
- ▶ India, 1869: About one million.
- ▶ India, 1876-78: An estimated five million.
- ▶ China, 1877: Massive flooding ruined food crops, and



Abu in London Observer

"Whoever could make two ears of corn . . . to grow . . . where only one grew before would . . . do more essential service to his country than the whole race of politicians put together."  
—Gulliver's Travels

in the course of the year an estimated 9.5 million died.

▶ Russia, after World War I: Dislocations of war and the 1917 Bolshevik Revolution left millions hungry, and the U. S. rushed in to help. Headed by Herbert Hoover, the American Relief Administration at one time was feeding 10 to 11 million Russians. Nevertheless, about five million perished.

▶ India, 1943: Famine again struck in Bengal, claiming one and a half million.

▶ China, 1943: At least two million died of starvation in Honan province.

Reprinted from Scholastic Magazine, March 25, 1966, p. 6. By permission of Scholastic Magazine, Inc., New York.

Article 6

● Article: The Population Crisis: Exploring the Issues

● Medium: Christianity and Crisis

● Probable Audience: \_\_\_\_\_

● Geography: \_\_\_\_\_

● Comments: \_\_\_\_\_

● Relevant Information for Your Use: \_\_\_\_\_



# THE POPULATION CRISIS: EXPLORING THE ISSUES

ROGER L. SHINN

THIS YEAR, 1974, is designated by the United Nations as World Population Year. And during August 19-30 the UN will convene the World Population Conference in Bucharest, Romania.

The UN acts are evidence of worldwide recognition that population is a problem of immense proportions and critical urgency. But to say much more than that is to enter into controversy. We can expect at Bucharest clashing arguments and ideologies. There will be disagreements on how to define the problem, who is responsible for it and what should be done.

The population crisis of our time brings together a wide range of issues—technical, cultural, ethical and religious. There are dogmatic answers, usually glib and fallacious. There are more thoughtful answers, but even these are controversial. Helpful policies require research, imagination and careful thinking. Yet delay means increasing suffering and death.

In its most obvious aspects the world population emergency can be stated in terms of arithmetic and common sense. It took all human history until about 1850—perhaps a million years—for the total human population to reach a billion. Now the human race adds a billion in less than 15 years.

Another way to put it is that the world's population now doubles in about 35 years. Continuation of this rate would mean that the earth's 3.6 billion people of 1970 would become 7.2 billion by the year 2005, 14.4 billion by 2040 and so on. Such processes cannot go on forever—even though nobody knows precisely how many people the earth can maintain.

Put beside the exploding population the starvation and malnutrition that haunts the world, and the scope of the crisis becomes obvious. UN data indicate that 400 million people are malnourished to the extent of being incapable of full physical or mental work and seriously susceptible to disease. A far larger two-thirds of the world's population have

inadequate diets. A standard estimate, used even by President Nixon, is that 10,000 people a day were dying from starvation or consequences of malnutrition in the late 1960's, even before some recent emergencies.

Starvation would be far worse if it were not for the Green Revolution, which has greatly increased food productivity in the hungriest parts of the world. But the new hybrid grains bring their own risks. Their resistance to disease, as compared with old, less productive strains, is not tested. They require chemical fertilizers, now in short supply at the places where they are needed most. Their effectiveness has been shown in a period of exceptionally good climate that cannot be expected to continue permanently. And, even at best, there is little prospect that the Green Revolution will manage to match the next doubling of the world's population, as it did the last.

Add to all this the reduction in the world's fishing catch, probably due to overfishing. And add the expansion of deserts over boundaries of 3500 kilometers at an annual average rate of 30 kilometers. Then consider that the world's food reserves are now less than a month's supply—the lowest figure in recent times. It is easy to see why demographers project terrifying pictures of the future.

## Political and Cultural Factors

Yet the obvious case for halting the population explosion is not obvious to everybody. Often it is stated in deceptive simplicities. It is no help when so sophisticated an anthropologist as Claude Levi-Strauss says that "the only real problem facing civilization today is the population explosion." People suffering from oppression, war and the malaise that infects so many societies today can only shriek in frustration when the population monomaniacs say their piece. We cannot understand the population problem unless we locate it within its cultural and ethical settings. To do this requires exploration of several issues.

ROGER L. SHINN, a Contributing Editor, is Reinhold Niebuhr Professor of Social Ethics at Union Theological Seminary in New York. His latest book is "Wars and Rumors of Wars" (Abingdon).



Article 7

● Article: The Costs of Having a Baby Today

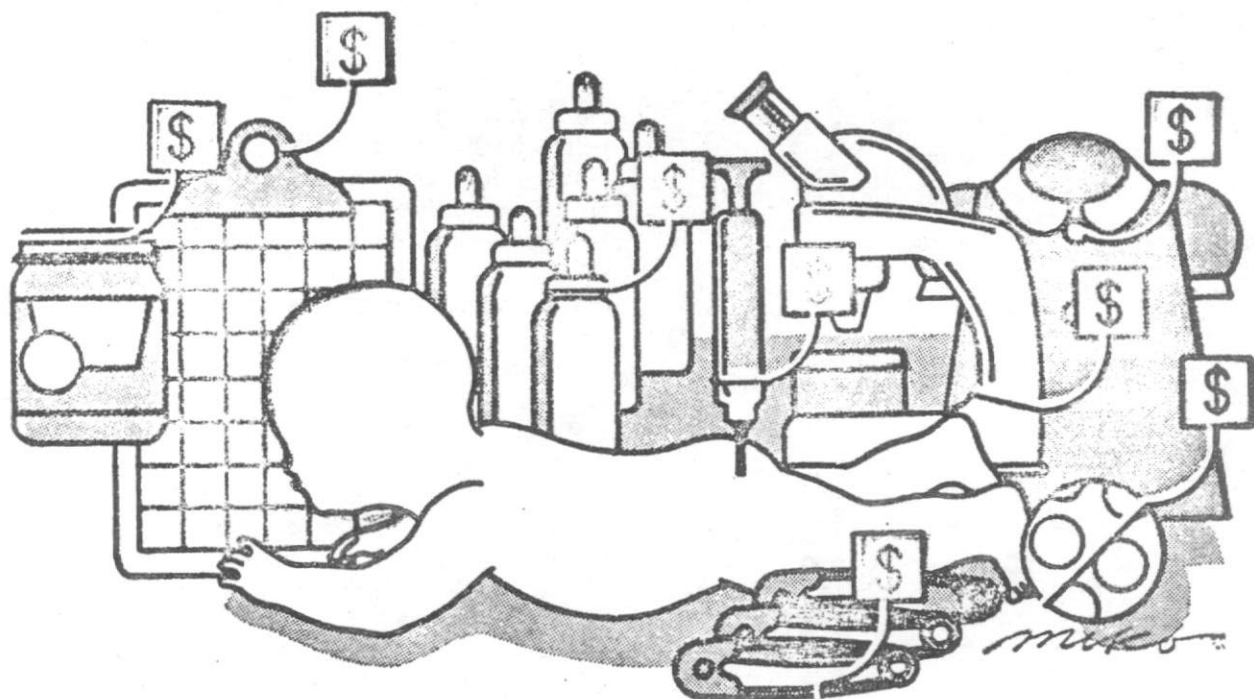
● Medium: Changing Times

● Probable Audience: \_\_\_\_\_

● Geography: \_\_\_\_\_

● Comments: \_\_\_\_\_

● Relevant Information for Your Use: \_\_\_\_\_



## The costs of having a baby today

**H**AVING A BABY is such a profound and emotional event that it sounds insensitive to talk about it in terms of money. Yet the fact is the cost of the expected has become unexpectedly high.

Unless you recognize this and plan accordingly, you are almost sure to spend more for the blessed event than is either prudent or necessary.

From the initial doctor visit that confirms your suspicions to delivery in the hospital, costs of all phases of having a baby have gone up strikingly in recent years. The Health Insurance Institute estimates the average cost of everything except maternity clothes and the baby's layette is now \$1,212. Figured on a four-day stay for a normal birth, costs of hospital and doctor care break down this way:

semiprivate room @ \$128 a day	\$512	
labor and delivery room	110	
nursery charge @ \$40 a day	160	
circumcision setup	10	
	<u>\$792</u>	
specialist OBG care	\$350	
boy's circumcision fee	35	
pediatric newborn care	35	
	<u>\$420</u>	<u>\$1,212</u>

In another survey the United Hospital Fund of New York found that hospital maternity care alone in

New York City and three suburban counties shot up more than 62%, on the average, in just four years.

### How will you ever pay?

IF YOU ARE among the millions with health insurance, you will probably get some help with your bills. Keep in mind, though, that health insurers generally allow a lower reimbursement for pregnancy than for other care on the theory that it is voluntary and hence budgetable.

Reimbursements may be as little as \$200 or as much as \$800 or more. In a report, *Sex Discrimination in Insurance*, a women's task force appointed by the Michigan Commissioner on Insurance found that nongroup policies providing maternity indemnity benefits—the kind that pay a specific amount for each day in the hospital—average only 17% to 33% of costs. Group plans paid more, averaging 38% to 44% of costs, but the amounts were still substantially under those allowed for illnesses requiring hospital and doctor care.

To size up the benefits offered by a policy, ask these questions:

- How long must you be in the plan before you are eligible? Many require a nine-month waiting period, but some have provisions waiving this requirement.
- Does the plan pay a cash indemnity or does it pay

## A first-baby outfit: \$1,004.32

### The baby's wardrobe

4 to 6 shirts; 3 to 4 gowns; 1 to 2 sleeping bags; 2 to 4 kimonos or sacque sets; 3 to 4 stretch coveralls; 4 to 6 receiving blankets; 2 to 3 dozen diapers (if using diaper service, otherwise 4 to 6 dozen); diaper pins; sweater or shawl; 4 waterproof panties; booties and bootie socks; bunting	\$100.00
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### Nursery items

6 fitted crib sheets	17.70
4 waterproof sheets	10.40
4 to 6 waterproof pads	2.50
2 to 3 crib blankets	33.75
blanket sleeper	5.00
comforter or quilt	21.50
mattress pad	2.93
bassinet or carrying basket	21.00
crib	119.00
crib mattress	40.50
crib bumper	11.00
diaper pail	6.50
portable baby seat	13.25
wicker changer with drawers	30.00
nursery lamp	21.25
vaporizer	8.00
baby carriage	112.50

### Utensils

8 to 12 eight-oz. nursers; 2 to 4 four-oz. nursers; extra nipples, caps, disposable nurser kit, sterilizer kit or separate formula utensils; bottle and nipple brush	19.95
hot plate	17.25
bottle warmer	3.50
2 to 3 bibs	3.15

### Bath items

bath table or tub	7.00
2 towels, 4 washcloths	11.50
lotion, 9 oz.	1.19
baby oil, 1 pt.	1.19
cream, 2½ oz.	1.19
powder, 14 oz.	.99
cotton swabs (200)	1.09
cotton puffs (100)	.99
baby shampoo, 7 oz.	1.29
baby soap	.39
petroleum jelly, 12 oz.	1.19

### Miscellaneous

baby vitamins, box of 30 disposable diapers, brush and comb, rectal thermometer, baby scissors, sweater set, car bed or seat, baby-care book, etc.	91.68
--	-------

### Mother's maternity clothing

2 daytime dresses, 1 cocktail dress, 2 skirts, 4 tops, 2 pairs of pants, 2 pairs hose, 2 to 4 bras, 1 girdle, 4 panties	264.00
<b>total</b>	<b>\$1,004.32</b>

the hospital and doctor directly through a service policy? Such policies usually are a better deal.

► When does coverage begin for the baby? Is it at birth or when he leaves the hospital? Either way, have someone notify the insurer as soon as the baby is born.

► What about complications? Generally, plans pay about double the standard benefit for a birth by caesarian section and about half the standard for a miscarriage.

When it comes to pinning down your benefits, speak with someone who understands the plan. Jot down the names of people in the insuring company, the information they give you and the dates you talk to them.

Maternity coverage is changing. Some plans now extend maternity coverage to single women. For a monthly fee covering health and hospital care, some health maintenance organizations (HMO's) that offer health care on a prepaid basis pay maternity

## Sample hospital costs and doctors' fees

The table on the next page shows a sampling of hospital charges for having a baby in six cities. Costs may be more or less in other places. In New Orleans, for example, a maternity clinic has a package for around \$700, including prenatal and postnatal care.

Use the figures here only as a guide in planning your expenses. Rates sometimes change quickly these days, there may be other charges not shown, and your own stay may be longer or shorter.

The table at the right is from a survey in the October 13, 1975, issue of Medical Economics, a magazine for physicians, comparing fees for obstetrical specialists in prenatal care and delivery with general practitioners and family practitioners, a newly

certified specialty. Blanks mean less than 1% of the doctors surveyed fell into that category. Comparisons include a full range of fees, plus medians—meaning half were higher and half were lower.

### Ranges of fees for complete obstetrical care

	% charging it		
fee	G.P.'s	F.P.'s	OBG's
\$475 or more	1%	—	8%
425 to 450	—	1%	9
400	—	1	16
350 to 375	6	5	31
325	2	3	6
300	14	15	19
250	33	35	9
200	29	29	2
175	7	5	—
less than \$175	8	6	—
medians	\$250	\$250	\$350

Source: Health Insurance Institute. Prices are midpoints between highs and lows found during the survey. Baby carriages, for example, ranged between \$25 and \$200.

costs in full. On the other hand, some insurance policies omit maternity coverage or include it only as an option. Check the benefits due you before pregnancy; if you take them for granted, you may be out in the cold when the baby—and the bills—arrive.

#### Ways to save

THE TIME to start doing something about keeping the bills down is the day your doctor diagnoses pregnancy. Ask about the costs of prenatal examinations, anesthesia, delivery, additional fees that might be involved in breech birth or caesarian section. Does the hospital require a down payment? Will payments to the doctor be due with each visit or be part of an over-all package? If the estimated cost is beyond your means, even with insurance, ask whether the doctor can recommend a less expensive form of care.

The average hospital stay for normal delivery of a baby is three and a half days, according to the American Hospital Association, but it can be as little as one

or two days. With the average daily rate as high as it is, you may wish to consider reducing your stay to the minimum period that is safe or taking a less expensive room.

Ask your doctor about his policies and those of the hospitals he uses. Do any of them make a conscious effort to reduce the time a mother remains for an uneventful delivery? If you want to go home early and need help during the first days, perhaps a practical nurse or home health aide is an economical alternative to staying at the hospital, particularly if your hospital coverage is minimal or nonexistent.

Find out about special maternity clinics in your town. Although such clinics often deal primarily with families of low or modest resources, some have no income requirements, and clinics almost always cost less than maternity care in conventional hospitals. A four-day stay at Boston Hospital for Women, for example, averages over \$1,100, compared with a \$850 package arrangement for uninsured mothers, which

#### HOSPITAL COSTS IN SIX CITIES

city, hospital and length of stay	semiprivate room daily rate	labor and delivery	nursery daily rate	miscellaneous (averages)	total*
Boston, Mass. Boston Hospital for Women four-day stay	\$120	\$250	\$65	anesthesia, \$35; lab and blood work, \$50; pharmacy, \$30	\$ 990
Cleveland, Ohio Mt. Sinai three-day stay	202	320	83	figures not available	1,175
Ames, Iowa Mary Greeley Hospital four-day stay	58.50	70	46	anesthesia, \$15	488
Phoenix, Ariz. Good Samaritan two-day stay	90	delivery room, \$100; labor, four to eight hours, \$105	44	figures not available	473
Van Nuys, Cal. Valley Presbyterian three-day stay	98	200	50	pharmacy and lab, \$46	644
Washington, D.C. George Washington University Hospital three-day stay	131	255	85	figures not available	903

\*Totals exclude miscellaneous charges.

includes the fee for delivery and all other doctor charges, in a clinic in the same hospital.

#### **When the baby arrives**

THE LION'S SHARE of what it costs to have a baby obviously goes for hospital and doctor care. But you may be surprised at the price tags on accessories, clothes, utensils, all the special paraphernalia you'll need or want, especially if your baby is a first-born.

The list on page 14, prepared by the Health Insurance Institute, shows basic equipment for a first baby. Of course, not every item is essential (a kitchen sink can serve as a bath tub), and you can decide on other items as you talk the necessities over with other parents.

You can probably knock down the total considerably by buying secondhand and borrowing some of the basics from friends or relatives with older children, since people for one reason or another tend to hang on to infant equipment and maternity clothes long after there is a need.

Remember, too, that you already have at least one practical uncle—Uncle Sam—who needs no prompting. In this time of financial trial he already has a gift waiting in the form of a tax break that lets you deduct doctor and hospital costs in amounts that exceed 3% of your adjusted gross income. And, of course, your bundle of joy from the day of birth on into the late teens qualifies as a satisfying personal tax exemption.

### **Have the baby at home?**

With soaring costs, the harsh, impersonal atmosphere in some hospitals has become all the more noticeable to maternity patients. When an expectant mother also finds herself at odds with the hospital over whether or not the father or another family member will be permitted in the delivery room, she may wonder why she couldn't simply have the child at home as women have done for many generations.

That possibility is beginning to receive more and more attention. It requires the cooperation of the doctor plus an arrangement for prompt hospitalization if anything goes wrong, a combination not easily put together in most places.

Nobody knows the extent of the practice for sure, but a growing number of proponents around the country now assert that the advantages of home birth easily outweigh the risks, which they judge to be minimal.

In an organized home-birth program supervised by physicians and midwives in northern California, the rate of complications was less than for hospital births. Critics say, however, that the number of births (1,146) evaluated in the study for the California State Department of Health is not large enough to make a firm case for or against the procedure.

Many mothers who have successfully had babies at home are all for the idea, but their enthusiasm is not shared by the medical profession in general or obstetrical specialists in particular. The American College of Obstetricians and Gynecologists has officially stated that there are potential hazards in both labor and delivery for mother and baby. "These hazards," the statement declares, "require standards of safety which are provided in the hospital setting and cannot be matched in the home situation." The college goes on to say it is in favor of improvements in procedures and surroundings that can make giving birth more emotionally satisfying, just as long as delivery stays in the hospital.

The American College of Nurse-Midwives also thinks that improvement of the hospital environment should come first. Nurse-midwives are registered nurses with additional training and experience in maternity care. Most states authorize them to deliver babies. Usually, though, nurse-midwives are salaried employees, part of the physician's obstetrical team. They can give prenatal and postnatal care as well as deliver babies for women with normal pregnancies.

The home-birth controversy aside, several institutions now offer alternative methods of maternity care in a homelike surrounding that gives the parents more of a say from the outset. One is Booth Maternity Center in Philadelphia. Another, the Maternity Center Association in New York, has taken on 100 prospective mothers in a demonstration project designed to test, for one thing, whether the cost of maternity can be safely reduced in a nonhospital setting that uses obstetricians and nurse-midwife teams. Currently, their delivery and maternity care is estimated to cost about \$550.

In your own community general information on child-birth methods, including nonhospital delivery, may be available through maternity clinics. Check with your county or state health or social welfare department on the availability of low-cost or free courses. Many Red Cross chapters offer traditional courses in baby and mother care.

If the idea of natural, or "prepared," birth, which de-emphasizes the use of medication and involves the father and perhaps other family members in the actual birth, appeals to you, check with the local chapter of the International Childbirth Education Association. Look in the Yellow Pages under social services and childbirth, or write to ICEA, P. O. Box 20852, Milwaukee, Wis. 53220. Other local groups may also offer maternity education. And depending on their views, doctors often have information available in their offices.

## SUMMARY

In this unit we have tried to help you analyze the magazines available to you in your work and to help you identify the audiences at which each magazine is aimed. We have tried to help you improve your skills at developing articles and other material to reach your target audiences and to prepare your material so that an editor will want to include it in his magazine. We have provided you with some specific examples of articles on family planning and population questions that have been printed in a variety of magazines.

Briefly, we noted some nine different kinds of magazines, ranging from those with national circulation to journals for specific trades or professions. In "Know Your Job," we noted what editors want, what to do with a story idea, the resources you have (or can gather) to prepare magazine articles, how and where to place articles, and how to make distribution arrangements.

We have been using some of the information and skills you gained from the unit on newspapers. In the next unit, we will deal with quite a different medium, yet still rely on some of the same skills.



### SELF-TEST

Check your progress by answering the following questions:

1. List and explain six attributes of magazines as media for family planning.

[illegible]

2. Describe at least five different kinds of magazines. Identify the audience for each type.

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3. What is the first step in preparing an article for magazine publication?

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4. Identify three kinds of story ideas that editors often look for.

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5. What are the three main parts of a magazine article?

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6. List at least four typical magazine sections where a story may be placed.

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7. Explain two special strategies for magazine coverage of family planning.

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### ANSWERS TO SELF-TEST

1.
  - a. Less urgency in writing; opportunity for more in-depth research.
  - b. Articles can cover subjects in greater depth than newspapers and other more general publications.
  - c. Clearly identified audience.
  - d. Information can be tailored to fit the audience.
  - e. Multiple readership--magazines get passed from person to person.
  - f. Magazines are kept--they can become valuable references.
  - g. Reprints of articles can be made available, increasing coverage of important audiences.
2. Check your list against the magazines discussed on pages 120 to 125.
3. The first step in preparing an article is to identify the audience for which it is intended.
4. A name; dramatic contrast; controversy.
5. The lead gets attention and makes the main point of the article.  
  
The middle presents facts and details.  
  
The ending sums up and reinforces the conclusions offered in the lead.
6. Check your list against the one on pages 135 to 136.
7.
  - a. The entire issue strategy, in which a single issue is devoted to a variety of kinds of articles on family planning.
  - b. The serial strategy, in which a series of articles on family planning is developed for a number of issues of a particular magazine.

UNIT III

RADIO

### UNIT OBJECTIVES

When you have finished this unit, you should be able to:

1. List at least three strengths of radio as a medium.
2. List the four elements of radio programming.
3. Explain the policy of your government on family planning radio broadcasting.
4. List at least six items of information about audiences that is helpful in designing radio programming.
5. List at least four different categories of radio programming, and explain how each can be used for family planning.
6. List and explain the purpose of three components of a radio spot announcement.

## INTRODUCTION

If the ideal form of mass communication can be said to be a substitute for the personal visit, radio comes closest to perfection in its ability to visit with its audience. It offers an unbelievable opportunity for entering into the home--even into the minds of its listeners--and persuading, informing, instructing, and even providing opportunities for dialogue.

Radio is an important and versatile presence that can be companionable, yet unobtrusive, can stimulate yet relax, can flash the news of the world almost as soon as it happens. It adapts itself to the listener's mood--even changes the mood. It communicates and talks and plays music while one drives a car, a tractor, or a team. From the point of view of the radio programmer, there is hardly a more captive audience than a person driving a long distance in a car--or plowing a field.

Radio requires no skill or knowledge on the part of the listener, transcends all literacy requirements, and can be welcomed or rejected at will by the snap of a button. In country after country, when the favored forms of communication are listed, radio is always at or near the top of the list.

In Morocco, where the literacy rate among rural people is below 15 percent, radio is the favored means of communication. In Taiwan there are almost 100 radio stations, and in 1970 there was an estimated one radio for every five people. In Nepal there is said to be only one radio for every 100 people. A sample survey in Tunisia in 1971 indicated that 63 percent owned a radio, although 70 percent listened daily. A recent Guatemala study indicates that a majority of the rural population has radios; 99 percent like listening to them. In the United States there are more radios than people. At any given moment, around the world thousands of messages in an untold number of languages and dialects are being beamed to a staggering number of audiences.

In this unit we are going to talk about how to use radio for family planning. In the section on "Know the Medium," we will give some ideas on radio and government policy, on how to identify and analyze radio audiences, and on a number of different program formats. This section will include continued work in building your media file--this time for radio. In the section on "Know Your Job," we will concentrate on how to prepare copy for radio stations, on how different program formats can be used for family planning, and how to establish relationships with radio personnel.

## KNOW THE MEDIUM

Radio can be called "The Theatre of the Imagination" because radio programming is not limited by what can be seen. The writer can develop "mind pictures" that are bounded only by the listener's imagination, and can use sound, music and dialogue to help convey these mental pictures. This imagery takes a different form with each listener because life experiences differ. But an audience can be made to "see" with words and sounds, people, places and things as you see them--and to experience emotions you desire.

Radio programming involves the skillful interweaving of four elements: speech, sound, silence, and music. Using these elements you can inform, instruct, persuade, and provide endless opportunities for dialogue while entertaining one target audience or many audiences, depending on the message or messages you want to transmit. Radio, even when used for serious subjects is considered by the audience as entertainment, a factor to consider in planning programs.

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### RADIO ADVANTAGES--AND LIMITATIONS

Levin and Gillespie in "Use of Radio in Family Planning" \* list 11 reasons why radio is an effective mechanism for transmitting family planning messages, especially in developing countries--and five drawbacks. Take note:

#### Advantages:

1. Reaches those who cannot read or write. Literacy, in fact, may enhance its effectiveness, since people who cannot read or write are denied some media alternatives.
2. Reaches people quickly; provides almost instant outreach.
3. Reaches people who have been hardest to reach because of difficult terrain, lack of roads and poor transportation.
4. Delivers message directly to the listener across barriers and requires little effort on the part of a listener.

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\* Adapted from Harry L. Levin and Robert W. Gillespie, "The Use of Radio in Family Planning" (Oklahoma City: World Neighbors, n.d.), pp. 3-4.

5. Reaches people at low unit cost.
6. Provides entertainment.
7. Provides information which carries conviction.
8. Provides a portable medium.
9. Creates a feeling of participation, of personal involvement in the listener.
10. Helps create a climate of opinion in which talk about contraception is not considered embarrassing; helps in legitimation.
11. Helps in reinforcement of new knowledge and attitudes and gives reassurance about changed behavior.

Drawbacks:

1. Difficult to transmit a complicated idea by radio successfully. The human ear assimilates at a slower rate than the eye.
2. Listener has no control over transmission rate; he can't ask for something to be repeated.
3. The broadcaster has to assume the composition of his audience. He lacks complete knowledge of the audience and bases his message on assumptions.
4. Radio in itself is ineffective in bringing about a change of attitude or beliefs.
5. In some cultures, messages coming from a distance lack credibility.



### SOMETHING TO DO

Review the four communication approaches summarized in the discussion of newspapers on page 24. Based on your own knowledge of radio, describe how this medium can be used for each of the approaches. Write your ideas below. As a self-test, come back to this exercise at the end of the unit to see what new ideas you have gained. Possible answers are given on the next page.

1. Information transmission

2. Instruction

3. Persuasion

4. Dialogue

## SOME ANSWERS

Information transmission: Radio is constantly providing the public with information through news bulletins, advertising, documentary and public service programming, and magazine type programs. Even dramatic programs can provide information.

Instruction: New skills can be described on radio magazine programs, that is, how to cook, how to improve one's role as a parent. Model behavior can be demonstrated through drama programs. Communication is largely one-way, and there are limited opportunities for reinforcement of learned behavior. Radio is also used specifically for teaching and is then often supplemented with educational readings, self-tests, or even with a teaching assistant who guides group listening.

Persuasion: Radio advertising is often aimed at persuasion, through appeals to self-esteem or describing rewards to be gained after acceptance of advertised product. Radio editorials also aim at persuasion. Influential and credible speakers on interview and discussion programs can be persuasive.

Dialogue: Discussion programs on radio can be structured to include dialogue with discussion guided toward understanding differing views. Many radio stations now also have phone-in discussion programs where members of the listening audience can phone in comments that are broadcast over the air.

## GOVERNMENT AND THE RADIO

Much of your effort in writing and working with radio programming will be governed by the laws in your country. Because family planning is "sex-related," certain restrictions may apply. It is important that you determine exactly what the laws and guidelines are for radio programming in your country and how they may affect you. Then you can tailor your programs to conform.

In the United States the radio industry has set up codes to govern permissible subject matter to be presented on radio. The Communication Act of 1934 authorizes license suspension for "communications containing profane or obscene words, language, or meaning." Since a license is necessary to be able to broadcast, this is a serious threat.

Censorship of "controversial" material makes difficult the design of programs containing "sex-related" material. In the United States some sponsors--the people who pay for air time--do not choose to introduce controversial material. But, some innovative writers are finding sponsors who will underwrite drama, news and discussion programs that touch on such topics as venereal disease, unplanned pregnancy, one child families, or couples who opt for no children. These sponsors are finding that the public is learning to welcome discussion of such subjects. And writers are presenting them in good taste.

Advertising is restricted in the United States. But the NIRODH campaign in India and the Preethi campaign in Sri Lanka, both promoting condom sales, have made successful use of radio.

Government policy on family planning can make an important difference in the development of your total radio campaign.

1. If the government is supportive, has a specific population or family planning policy, or is permissive, you will have an easier time gaining acceptance of your plans with the commercial stations, even if that does not include financial support.
2. If the government is supportive and maintains its own stations whether or not there are parallel commercial channels, you will have built in outlets for your material but you will have added decisions to make relating to the comparative listening appeal to your target audiences of the two kinds of stations.
3. If government policy is negative or even neutral you will make individual approaches to stations to determine what, if any, programming will be possible under station policy.

Programming responsibilities vary around the world. In the United States, for example, over 6,000 radio stations each do their own local program-

ming. Each station identifies its own audience. Some overlap. Some focus sharply on ethnic groups, rural listeners, suburbanites, teenagers, religious sects. Some segment their audiences very carefully by program. There is no way to generalize. What is essential is that you know how each station defines its audience and how it plans to serve it.

If there are only a few radio stations in your country, choosing the one to best reach your various target audiences will be easy. If you have many, you will take steps to identify them their location, audiences, and other vital facts.

### KNOW YOUR AUDIENCES

Advertising agencies and radio stations analyze regularly their listening audiences to identify potential markets for the products and services they want to advertise. You need the same information for the same reasons.

The agencies and stations document such audience-related facts as

- Age
- Sex
- Income level
- Demographic distribution
- Education
- Religion (including attitudes)
- Occupation
- Language/dialect
- Social status

They also document peak listening times for various groups--men, women, young people, families. The radio station management will probably be pleased to share this research; it is to your mutual advantage. Or, you can negotiate with the advertising and market research firms for access to their analyses. Such research is essential. If you can obtain it as a public service--fine. If not, pay for it.

If you examine the data you thus acquire to determine which of the groups may be your audiences you are apt to find that all of them are--for one or more of your messages.

### SOMETHING TO DO

In your Workbook media file, turn to page 14. List the radio stations that broadcast in your area.

For given groups, however, certain facts may not appear in surveys.

Personal goals?

Family planning practices?

Sex taboos?

Blocks to family planning?

Current understanding of family planning?

To find these answers, clinic personnel and field and outreach workers should be assigned responsibility for research.

### PROGRAM FORMATS

Just as newspapers have special sections or departments, radio stations have program formats that vary by station and should be catalogued individually. Categories include

1. News: Regularly scheduled broadcasts are usually designed to cover many topics in a short time. There is always more news than air time, so news editors are very selective. Some stations are "all news" stations and they, of course, have more time. Good news programming usually includes "hard news," human interest stories with a news element, and longer features.
2. Editorials: Opinions of radio station management.
3. Special events, special features, documentaries: These may also be news but are handled in greater depth. Special events are on-the-spot "live" broadcasts of events that have news value, such as conventions, speeches, arrival of dignitaries, opening of a clinic, or the unveiling of a new mobile unit. Special features do not have "immediate" news value and can often be devised, developed, and stage managed by a group interested in promoting them. They can be taped or produced live from a full script and might cover a step-by-step visit to a clinic or the presentation of an educational program in a rural area. Documentaries are special features done in depth. They may take months to assemble and require a great deal of planning, research, and scripting. A documentary may explore events taking place at present, give historical perspective, and even predict the future courses of events.
4. Interviews: One-to-one encounters, with the interviewer asking

questions and the interviewee responding. They can be of several types:

- a. The short news interview--an instant response to a news story.
  - b. The opinion interview of the "man-on-the-street." Opinions are solicited from unknown people on a "daily topic."
  - c. Information: A person, usually one with special expertise, provides factual material about a cause or purpose, often combined with personal belief.
  - d. Personality interview: A public figure or a "hot news" personality gives personal attitudes.
5. Discussion programs: Two types of discussion programs are group and panel discussions, in which participants are guided by a moderator, and debates, in which individuals or teams offer the opposing sides of a question.
  6. Audience participation programs: These may involve a group in the studio, provision for accepting comments phoned in by listeners, or a letter-writing audience. Question-and-answer and quiz programs fall into this category. The host of the show organizes the program and either engages in a dialogue with listeners or has guests who do.
  7. Music programs: These are perhaps the easiest and least expensive to produce. Different types of music appeal to identifiable groups so that message placement according to clearly defined audiences is possible. In the United States, for example, the bulk of radio programming involves music formats.

In widest use is the "disc jockey" program. A personality introduces songs (on "discs" or records) and commercial messages and interjects comments of all kinds. Sometimes music programs are broken up by introducing interviews with personalities, usually but not always, from the music world. This format has been copied around the world. The disc jockey molds and influences tastes in music popularity, including not only the "Top 40" best sellers in popular music, but jazz, folk songs, foreign songs, ballads, background music from films, etc. Different kinds of music are not usually mixed on a program or program segment which has achieved its audience following by appealing to those who favor one kind of music.



**3:06-5, WQXR: Montage.** Duncan Pirnie. Entrance of the Gods into

Classical music programs generally appeal to a entirely different listening audience than does popular music and require an announcer who is an expert on music.

8. "Magazine" programs: These are departmentalized with time devoted to many different topics. Depending on the time of day the program is aired, the topics may have appeal to women, farmers, young people, any other special audience, or the general public. A "magazine" program might run for several hours and contain an interview, a drama, a discussion program, a how-to-do-it segment, news, short documentary, and many spot announcements.
9. Dramatic programs: Radio drama programs include those that tell a complete story, in a half hour or one hour; serial dramas that are told in two or more installments; or continuing sagas, often called "soap operas," with a number of emotional interwoven plots that unfold very, very slowly. Problems emerge daily and the listening audience is loyal.
10. Spot announcements: These are brief 10- to 60- second comment "spotted into" programs or between musical numbers. They are designed to impart information or urge action. Donald Bogue points out in Radio and TV Spot Announcements for Family Planning\* that spot announcements can be powerful because
  - a. They are so short they deliver their message before the listener can tune out.
  - b. They can be taped and repeated at various times of the day.
  - c. They are flexible and can be made musical or dramatic.
  - d. They can be changed often.
  - e. They are inexpensive to make.

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\*Donald J. Bogue, "Introduction: Spot Announcements and the 25 Critical Obstacles to Family Planning," in Bonnie Remsberg, et al., eds., Radio and Television Spot Announcements for Family Planning, Media Monograph no. 3 (Chicago: Community and Family Study Center, University of Chicago, 1975), p. 1.

### SOMETHING TO DO

List five different kinds of radio programs as described in the text.

In the right hand column, tell how you would incorporate the family planning message in each of these programs:

<u>News</u>	<u>Audience</u>	<u>Message</u>
Local	General	News story announcing the purchase of a new mobile unit for field workers.

1.

2.

3.

4.

5.

## MEDIA FILE

In the newspaper unit you set up a media file for easy access to essential facts you use regularly. Your radio media file will prove equally valuable.

In your Workbook, list the following:

STATION NAME: \_\_\_\_\_

ADDRESS:

TELEPHONE NUMBER:

CHIEF CONTACT:

FORMAT: To determine the format of a radio station:

- Ask. A station with a special listening audience will provide you with the necessary facts--in great detail.
- Listen. You will get the "feel" statistics do not provide. This takes a lot of time but it will pay off in better program ideas and shortened preparation time. Some stations (All India Radio, for example) assign large segments of the listening audience to a person, i.e., farm, family planning, etc.

MARKET REACH: The geographic area the station covers.

ON AIR: What hours is the station "on the air"?

AFFILIATION: Is the station independently owned or government owned?  
Is it a member of a network of radio stations?

PUBLIC SERVICE POLICY: Will the station accept public service announcements?

TECHNICAL REQUIREMENTS: Length of spot announcements? Acceptable form? Typed? If taped, what speed? Reel to reel? Cassette? Discs? 7-1/2 or 15 I. P. S. (inches per second)?

WIRE SERVICES: How does the station get its national and international news? From Reuters? United Press International? Tass? Who else?

**PERSONNEL:** The names, correctly spelled, of key people: general manager, editor, public service director, program director, news director, and news assignment editor. Include the advertising manager and advertising rates in your file. (These are the big stations; in some stations one or two people handle all of the jobs.)

**PROGRAMS:** List regular programs which might provide you with opportunities for air time:

Name of Program or Show:

Format:

Target Audience:

Broadcast Time:

Length of Show:

Live or Taped: (Is the program pre-rehearsed and presented live at the time of broadcast or tape recorded at the convenience of the people involved in its production and broadcast at a scheduled time?)

Show Host: Who is the radio personality responsible for the show?

Contact: To whom do you talk? How far in advance?

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You'll be learning with the file: Set it up to meet your needs. Add relevant information as you see it. You may need to use only one card for a station--or three or four.

From the information you have accumulated in your file, you will be in a position to select the stations that broadcast to each of the audiences you want to reach with specific messages.

#### Use Your File Regularly

Make note of date and to whom you spoke for each station contact. Keep copies of materials sent--spots, requests for air time, program ideas. Enter air time provided, guest appearances, spots used.

# SAMPLE RADIO FILE

WBBM / AM / 780 / 630 N. McClurg Ct., 60611 / 944-6000

FORMAT: Continuous news and information programming

NEWSCASTS: Essentially 24 hours daily

COVERAGE: Chicago and Surrounding communities in a 250 mile radius

ON AIR: 24 hours

NET AFFIL: CBS

WIRES: AP; UPI; UPI AUDIO; DOW JONES; PR NEWS WIRE; CNB; REUTERS

PERSONNEL: PRES. Sam Cook Digges; VP: James W. Simon; GENL MGR James W. Simon; MNG ED: Fred Partito; NEWS DIR: Frank Beaman; NEWS ASSGT ED: Fred Partito, Jill Switzer, Jim Benes; ADVT RATES CONTACT: John E. Lauer

SHOW NAME: "At Issue"

FORMAT: News Interview

ON AIR: 7:30 am & 8:30 pm Sunday

LENGTH: 30 min.

TAPED: Varies

HOST: Bob Sanders

CONTACT: Diane Abt, Bob Sanders--for other WBBM special events, documentary, or special affairs broadcasts contact Diane Abt, John Hultman, Tom Clark, Bob Sanders, Burleigh Hines, Marvin Mullins, or Bob Eastman, who work on special features as assigned. Messrs. Hines and Mullins specialize in urban affairs and minority situations.



# SAMPLE RADIO FILE

WLS / AM / 890 / 360 N. Michigan Ave., 60601 / 782-2002

FORMAT: Top 40

NEWSCASTS: 4 min. twice hourly in the am; 6 min. hourly in the pm.

COVERAGE: 6 state area

ON AIR: 24 hours

NET AFFIL: ABC

WIRES: AP; UPI; CNB

PERSONNEL: VP & GENL MGR: Paul R. Abrams; PGRM MGR: Mike McCormick; MUS DIR: Chuck Buell; NEWS DIR: Phil Hayes; NEWS ASSGT ED: Jim Johnson; ADVT RATES CONTACT: Bob Williams.

SHOW NAME: "Pinpoint"

SHOW NAME: "Black Is"

FORMAT: Interview-discussion

FORMAT: Interview-discussion

ON AIR: 9:30 am Sun.

ON AIR: 10:00 pm Sun.

LENGTH: 30 min.

LENGTH: 2 hours

TAPED: varies

TAPED: Fridays

HOST: Bud Miller

HOST: Lou House, Walli Siddig

CONTACT: Bud Miller

CONTACT: Lou House, Walli Siddig

SHOW NAME: "Point/Counter-point"

FORMAT: Phone-interview

ON AIR: 12:00 am Mon.

LENGTH: 5 hours

TAPED: live

HOST: Frank Wood

CONTACT: Debbie Silverman, Frank Wood



## KNOW YOUR JOB

The ultimate of radio as a medium of family planning information communications programs has yet to be measured in your country or any other. Therefore your job is to put to maximum use all the possibilities inherent in what might be called a "sleeping giant." Conversely, recognize that in a total program, because of certain limitations, radio should never be counted on to do the whole job. It's up to you to see that its potential is used wisely.

In essence your role as the information officer responsible for the radio component is to

1. See that radio coverage with all its possible options is built into the master media plan.
2. Design the coverage for the portion of a campaign assigned to radio.
3. Relate the audience research and media evaluation to develop
  - which message
  - which station
  - which program for
  - which audience.
4. Negotiate with media personnel.
5. Produce, or arrange to be produced, attention attracting, interesting, well-designed and well-prepared materials as agreed upon.
6. Be responsible for pretesting and evaluation of material. (Recognize that writing for the ear is different than writing for the eye.)

As you build the use of radio into the plan or assess its value in producing a given audience response, keep in mind the fact that the electronic media, while extremely powerful, are rarely used alone in a campaign.

As you develop your understanding of radio as a communication medium, make it a habit to listen for "ear appeal" in your program. Know who speaks well for spot interviews; listen for well-turned phrases for use in short spot announcements; watch and listen for, and ask your staff to be alert to, situations they encounter in their work that can be successfully developed for dramatic use.

Continuous broadcasting can eat up an enormous amount of material--so your ear, as you develop news stories, etc. should constantly be alert. "How can I adapt this story? this situation? these questions? this fact?" for a listening audience should always be present in your thinking.

Most radio writing is best done by professionals who have the experience, knowledge, and technical skills to produce best for the medium. For developing more sophisticated presentations (drama, documentaries, etc., with their needs for special sound effects, use of microphones, and other technical details), the role of the family planning communicator is to plant ideas, research material, provide experts--to help wherever he/she can.

Some writing, such as news releases and spot announcements, will be expected of you.

#### "DO'S AND DON'TS IN RADIO COPY"

An important part of "knowing your job" will be your ability to submit appropriate copy in proper form. The National Association of Broadcasters has listed some valuable "Do's and Don'ts" for submitting spots and copy for radio. A similar list is used by radio stations in every country in the world. Ask each station for its requirements, then follow them.

##### DO:

- Submit all program copy to the program as far in advance as possible. Except for news, ten days would not be too soon.
- Get news releases to the news director as early as you can.
- Type all copy triple spaced on 8-1/2" x 11" paper using one side only. Start a third of the way down the first page. Leave ample margins.
- Use clean ribbon for legible copy. Provide extra copies as requested. Put the name of your organization and your own name, address and telephone number at the top of the page.
- Give all the facts: the who, what, when, where, and why of your event. Be sure to give specific starting and ending dates, such as between May 9 and May 12, not Monday through Wednesday.
- Write all copy for the voice--a bit more informal in style than copy written only for the eye. If you normally use contractions of two words (like don't for do not) in conversation, write it that way in your

script. Be informal, but don't be too informal. Don't use slang.

- Provide a biographical sketch of any person to be interviewed, along with six or eight points to be covered. If the name is difficult to pronounce, give the phonetic spelling.
- Use simple descriptive words that form pictures, give dimension and color. Radio reaches only the ear and the listener must be able to sketch in his own mind the picture you are trying to create.

DON'T:

- Try to use free air time to extol any commercial product.
- Plead, beg, or threaten in an attempt to get free time. A good presentation in the public interest will stand on its own merits.
- Submit copy scribbled on scratch paper or on a post card. Writing in longhand invites errors.
- Omit essential information. Check over your copy to be sure it tells the who, what, when, where, and why, and includes your name, address, and phone number.
- Get carried away by superlatives and overenthusiasm. Omit adjectives and avoid nicknames.
- Abbreviate. Never abbreviate or hyphenate any words in a script.
- Use onion skin paper for on-the-air copy. It rattles.

PREPARING MATERIALS BY FORMAT--SPECIAL NEEDS

News

There are three ways news reaches the radio station:

1. Releases you send
2. Stories developed by station personnel--either on their initiative or yours
3. News that comes in "over the wire"

All news releases should also be submitted to radio and television stations.

In writing the news, follow the guidelines in the unit on newspapers and the "DO'S" recommended by the National Association of Broadcasters and listed above.

Straight news is presented by an announcer or newscaster without editorial comment. When submitting a news story for broadcast, summarize the story in the opening sentence and include as many details as possible in the limited time that will be devoted to it on the ear. Each "routine" news story is usually no more than two minutes long so condense your material. Begin with clear concise information and avoid too many details. The radio audience won't be able to go back and listen to what you wrote.

Stories developed by station personnel may come as the result of releases from other places, or an idea planted by you--or someone else. Your role is to be of value in developing ideas and feeding them to your station contacts or to be helpful in supplying needs to enlarge and enrich the story. Radio stations are usually short staffed so that "on-the-street" story ideas are reasonably rare.

Over the wires come stories that cover a full range, from straight news to features, demographic projections, and new method progress. It can be good news--or bad news.

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#### EXAMPLE

A wire story says that worldwide population statistics indicate a doubling in acceptance of vasectomy in one year. The station may ask you, "What about this country? This city? Are there problems? They may enlarge the story as a result of your facts.

OR

A story may indicate that there is a sudden rise in complication rate of the oral contraceptive. Hopefully you have built a relationship with the news editor so that he will call you in this event too. You cannot expect him not to use the material but you can ask to provide local statistics, factual material you may have, to enlarge or contradict his material--or access to local experts to whom he can turn for comment and addition. Do not make the mistake of providing only experts supportive to you. The faster a bad story comes out completely, the better off you are. More than that, your proven integrity in not trying to "cover up" will prove you are a reliable resource.

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It will be valuable to you to know that a bad story (if it is one) is breaking so that you may be prepared for client impact and to be able to make the plans necessary to handle the additional phone calls, requests for change of method, cancellation of appointments--or whatever.

### Editorials

Opinion publicly aired by the management of radio stations can carry considerable authority with audiences. Radio's credibility lends authority.

The topic involved may be one in which you seek support: for example, government policy on population, dollar support for family planning, or changing public attitude to recognize that "Girls Are Nice, Too."

The stations you choose will relate to your theme. Match the message to the audience. Prepare your case. Include the facts, the reason for your request, the public value it will serve, and any other appropriate support information. Carry or send it to the top person at the station of your choice. If the station does take the position you ask, take pains to thank your contact and to advise him/her of any response you have had to the editorial.

In addition, monitor carefully editorial positions being taken by stations. You may hear topics aired on which you feel an alternative voice should be heard. Most stations, because they try to serve all of the people, will welcome dissenting opinions and invite your representative to speak. Write or call the station and present your point of view--and your request.

### Special Events

For a special event, an on-the-spot broadcast of an actual happening, the writer provides the announcer with opening material which includes the who, what, when, where, and why of the event, and the announcer narrates the event as it happens. Provide as much background material as possible about the event, the people involved, and you can even speculate on what might happen. Do not sensationalize. Stick close to the facts of the event.

If someone is giving a speech, provide the radio station assignment editor with the title of the speech along with the time, place, and reason why the speech is being made. Include a biography. Ask that a reporter be sent to cover the event. If a reporter does come, provide a quiet place where he/she can conduct interview tapings.

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## EXAMPLE: EDITORIAL \*

(Editorial)

Today's editorial is provided by the Trinidad Committee for Family Planning.

A recent survey interviewed 300 Trinidad women who had given birth during the first three months of 1974. An astounding 49 percent of these women stated that their pregnancies had been unwanted. In this same three month period, more than 400 women were admitted for treatment to state hospitals following illegal abortions.

These statistics make one thing clear. Trinidadian women want, and need desperately, family planning information and services. The number of women who endanger their own health through illegal abortion indicates the seriousness of this need.

It's time the leaders of our government realized that the lives of mothers and the welfare of families are at stake. Trinidad needs family planning, and family planning needs government support.

The Trinidad Committee for Family Planning is taking action now to insure that our governmental leaders have the facts about the need for family planning. You can help. To find out how, contact the Trinidad Committee for Family Planning, 17 Henry Street.

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### Documentaries

The documentary, which can be a combination of news, history and drama, can be an interest-arousing vehicle. The writer draws upon statements or real people, past and present using all the recording techniques. The documentary begins with the idea. Your job in helping with production will be to convince the producer that he should make a documentary on a subject you might suggest, or to incorporate population and family planning into a documentary that the writer is undertaking--and then work as a resource.

The documentary is developed painstakingly with the collection of a mass of material that is edited and put into narrative form. This type of program can be inexpensive to make, but is time consuming. There are endless possibilities for documentaries in the field of family planning--not the least of which is the subject of family planning and its effect upon the country.

In gathering material, look for a human interest angle and make the facts dramatic.

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\* From Bonnie Remsberg, et al., eds. Radio and Television Spot Announcement For Family Planning, Media Monograph no. 3 (Chicago Community and Family Study Center, University of Chicago, 1975), p. 44.

### SOMETHING TO DO

Make a list of five subjects that would make interesting documentaries.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Interviews

News Interview. Be prepared to respond to station requests to provide (often or on short notice) articulate well-informed speakers able to handle questions on a news topic. Maintain an active list of individuals and be sure that (if they are not on your staff) you keep them up to date.

You, your staff--including clinic personnel, your board, and even your clients are valuable resources for use "on the air" and off.

If they speak well, develop programs for:

Your Executive Director for interviews, talk shows, news spots.

Your Medical Director, who will be accepted as an authority for discussions on health, contraceptive methods, etc.

Members of your Board of Directors,

Opinion leaders in the community can be interviewed where appropriate.

Try to choose individuals with pleasant voices, who are at ease with words, and whose authority and enthusiasm can be heard.



Clients can be interviewed for spot announcements and larger programs. You can also suggest a name or a topic for an interview show. Provide rationale for the topic and biographies of possible interviewees.

Almost all interviews are outlined on a "rundown sheet." A rundown sheet is a list that is prepared during the rehearsal for an interview or during a conference with the person to be interviewed. The rundown contains a listing of every part of a program, giving the times allotted to each portion of it. As many "ad libs"--those seemingly spontaneous remarks--as possible are indicated on the rundown sheet so that very little is left to chance. Radio is subject to split-second timing and the interviewer, the announcer and the station engineer need guidelines that will help them keep the program on time.

Prior to an interview, the person to be interviewed and the interviewee, discuss, in general, the topics to be covered and the responses that will be given. An outline is prepared, giving the general line of questions and answers and the rundown sheet is prepared from this outline.

When you arrange the time for the interview with the station, provide as much background material as you can about the person to be interviewed: name, title, experience, areas of expertise--any interesting facts you can find out about the person that bear on the subject that will be discussed.

"Man-on-the-street" interviews are your opportunity to recommend timely topics for "spot interview" such as:

How many children are enough?

Do children provide security in your old age?

If you had it to do over again, would you have a large family?

What do you think it costs to raise a child?

And so on, ad infinitum . . .

Discussion Programs. A discussion program also uses a rundown sheet, containing a step-by-step outline of the program, opening and closing remarks (or continuity) introductory material for each section of the program and lists of questions and answers that have been decided upon in a preliminary meeting of the discussants.

#### Audience Participation Programs

You can consider several alternatives--or use them all.

1. Regularly scheduled multi-topic shows hosted by a personality, with a live "call in" audience. The technique is to have a guest or two, interview each, begin a continuing discussion and invite the listening audience to phone in questions or comments. Use "unflappable," well-informed professionals only. Make suggestions, recommendations, and arrangements with the program director. Your kind of topic usually engenders good questions so you should be able to sell it.
2. An appropriate professional on a guest basis on a health or environment show. The same conditions prevail.
3. Your own regularly aired show--using a "call in" technique or letters. The latter has a great deal to be said for it because a broader range of topics can be handled each session and more careful thought given to each answer.

Examples:

In Bangladesh, a woman doctor answers sex-related questions with great acceptance and success, although most of the callers are men.

Gloria Riggsbee, who also writes a weekly column for rural North Carolina under the same name, uses a "letter answering" approach. (See the next page.)

In the Philippines, in Sri Lanka, and in Nigeria a similar program format is used with a nurse and a doctor handling the mailed-in queries.

Magazine Programs

These offer untold opportunities for imaginative programming beamed to a broad range of identified listeners. Since there are programs designed for women, farmers, family listening, business persons, commuters, and many more--and since the format itself offers opportunity for wide diversity of approach--you can tailor many of your best ideas to fit the audiences.

Such shows usually have a host, hostess, or both to deliver a running commentary, introduce items on the agenda, and give comments and commentary linking together what can be a quite diverse collection of events.

Only by careful listening to one of these programs over a period of days and talking with the host will you be able to make useful recommendations. But

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GLORIA RIGGSBEE: PROTOTYPE RADIO SCRIPT

Announcer: It's time for "Family Planning & Health", a weekly public service journal by Mrs. Gloria Riggsbee . . . Mrs. Riggsbee, this letter comes from a lady who wants to become pregnant, but can't. She writes: "My husband and I have been married for 13 years and have one child 8 years old. We would love to have another baby, but I don't seem to be able to become pregnant. We have never used any form of birth control. What should I do? Signed, Worried."

Mrs. Riggsbee: Dear Worried: The first thing you need to do is stop worrying. I'll be back in a minute to tell you why.

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Family Planning Commercial for Local Program--including services available and times of clinics, etc.

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Announcer: O.K., Mrs. Riggsbee, why should "Worried" quit worrying?

Mrs. Riggsbee: Because most problems of infertility can be helped. Infertility--or the inability of the couple to conceive and the woman to bear a child--is a surprisingly common problem. Out of every twelve marriages, one is usually found to be infertile, and it is fairly common for a couple to have one child and then have difficulty in bringing another into the world.

In most cultures throughout history, wives have traditionally borne the blame for infertility, but today's doctors find that infertility-causing factors may be found nearly as often in men as in women. Since you, Worried, and your husband have never used birth control, one of you may be sub-fertile . . . a problem which can frequently be helped with proper treatment. Both you AND your husband need to see a specialist in fertility problems--a gynecologist for you and a urologist for your husband. There are a number of simple tests which can be performed to discover the reason or reasons for your infertility as a couple.

And quit worrying. Tenseness, worry and anxiety in themselves can often be factors in preventing conception.

Announcer: So, it doesn't have to be her fault at all--it could be her husband's?

Mrs. Riggsbee: That's right. In both bringing children into the world and in bringing them up, children are a two-way responsibility.

Announcer: Here's another question from a lady who wants to know more about the loop. She writes: "Dear Gloria, I'm wearing a birth control method called the loop in my womb and think it's the best method of birth control I've ever used. But I have heard it's not a "perfect" method. Would you explain? Signed, Mrs. W."

Mrs. Riggsbee: Dear Mrs. W.: No method of birth control is perfect, but for many women the Intrauterine Device called the Loop comes pretty close. The chances of pregnancy occurring with a loop in your womb are about 2-3 out of 100. However, should you happen to be one of the 2 or 3, the loop would remain in your womb and come out when the baby was born. This would not harm the baby in any way.

Most pregnancies among Loop users occur--not because the loop failed--but because the loop was accidentally expelled from the woman's body without her knowing it. That is why it is so important to check to see that your loop is still in place. You should check at least once a week. This is easy to do and I'm sure the doctor who inserted your loop explained how to check it.

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these do not necessarily have to be identical to what is in use. Such programs use up a great deal of material and the sponsors and program directors are constantly on the alert for new material and ways to freshen that already in place.

New material can include short pre-taped talks; jingles, specially recorded songs, dramatic skits, or interviews.

It is possible to negotiate a magazine format family planning program. In Kenya, the regularly aired "Happy Family Club" discusses in a magazine format, many phases of family life with emphasis on family planning, using song, interview, and drama in such a way as to recruit a large listening audience. The program theme song (sung in Swahili) has become widely popularized in Kenya:

"MAISHA MEMA" (THE GOOD LIFE)

First Man: Life is good to me  
I have three wonderful children  
I have a beautiful wife  
We have money in the bank  
My children go to good schools  
My wife is clever  
When we were married she spoke to a nurse at the clinic  
The nurse said I will tell you how to have  
Just as many children as you want.

Second Man: Life is not good to me  
I have ten young children  
My wife looks old and weary  
We have no money in the bank and I cannot pay my bills  
I am not clever  
When we were married I did not send my wife to the clinic  
So we had ten children  
When we only wanted five.

Both Men: All you young married men  
Please take our advice  
Decide how many children you want  
1, 2, 3, 4, or what you want  
Send your wife to the clinic  
The nurse will tell you to have just as many as you want  
And to have them when you want them.

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\* Prepared by the Kenya Family Planning Association. Reprinted in Levin and Gillespie, op. cit., p. 124.

In Costa Rica the program "Dialogue" hosted by Father Jose Carlos, an Episcopal priest, uses a fast-paced combination of attractions: music, answers to letters, serious discussions, announcements from and for the community, guest lecturers, and whatever else comes to mind. The format is flexible and seems to have a large following.

The program is beamed to rural Costa Rica where the radio coverage is almost at the saturation point. In recent studies in this country where the contraceptive acceptance rate has climbed dramatically women coming to the clinic confirm the role "Dialogue" has played in motivating them to make the trip.

#### SOMETHING TO DO

1. In your group design the format and content for a regularly scheduled show to be sponsored by the family planning organization.

Who should be the audience? \_\_\_\_\_

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What will the messages be?

All family planning?

A mix?

Including what? \_\_\_\_\_

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Develop different component ideas toward a balanced whole.

1. \_\_\_\_\_

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2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

2. Identify five segments you could design and offer to an existing magazine format program in your country.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

\_\_\_\_\_

### Dramatic Programs

Some drama productions are "one time" broadcasts where the full story is presented at once. The number of stories that must be produced to keep this kind of program alive is to your advantage. The material may be staff written but more often it is not. Thus the variety of writing styles and plot angles is enlarged.

If you can develop a plot or a story line, you can:

1. Ask your station contact if they are interested in having the story developed by their script writers. You should have many dramatic story ideas.
2. Commission a professional writer to write the script to station specifications and submit it. The station may have a sponsored block of time and be able to use it.
3. Depending on your budget or your ability to persuade someone to sponsor your material, you may have the story written and produced and buy the air time.

Some dramatic stories continue--and continue--and continue. Often called "soap operas," they are domestic, usually oriented toward women and deal with personal relations. The connecting lives of the many characters provide endless plot possibilities as some characters solve their problems and recede into the background and other characters with new problems are developed.

The message of early "soaps" was that marriage, love and motherhood were a woman's highest calling. As women expand their horizons, the message is changing, but human relations remain the basic subject matter.

The formula in these stories is simply to write about the everyday doings of ordinary people. They are stories that can be understood in the city or in the country. Researchers have broken the characters down into three categories: the good (mostly women), the bad (mostly foreigners, rich people, big city types), the weak (mostly men--although the men have redeeming qualities).

This format offers a good opportunity for incorporating plot segments on such subjects as too many children or teenage pregnancy. Your imagination can take over.

Decisions on what subjects will be used, limited by whatever censorship dictates, are usually made by the writer. Determine your target audience, the show and who the writer is. The rest is up to you.

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### EXAMPLE

In Costa Rica a radio novel of 65 installments (each 15 minutes long) "La Cuna del Delor" (The Cradle of Pain) was broadcast over a powerful station in the capital city--free of charge. The same story was later broadcast over three rural stations.

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Another dramatic possibility is adaptation to radio of the traditional folk form. Chiranjet (India) in his paper "Radio Treatment of Folk Form" talks about adapting accepted folk forms into a medium meant for the ear alone. The primary objective of the radio play is entertainment, and the insertion of the family planning message should not prevent this objective from being reached.

Because "the story is told through the medium of the microphone," plays of shorter duration are preferred. They must have simple straight stories "without side plots, preambles or paddings. . . . the opening must be gripping with a marked element of suspense. The ending should be effective. . . . the perspective and action in a radio-play-production are entirely determined by variations of distance from the microphone." Radio drama is meant for the "individual listener" who becomes an "active participant."

The three components of sound--human voice, music, sound effects--stimulate listener imagination to create visual symbols and bring the play to actual shape and life in the mind of the listener.

Both radio play and fold play depend on narration, are free from restrictions of space and time. There is unhampered movement from one sequence to another, from one locale to another. Neither needs physical properties and settings. Both are intimate and close to the audience.\*

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\* Paper presented at the Inter Regional Seminar Cum Workshop on the Integrated Use of Folk Media and Mass Media in the Family Planning Communication Programmes, New Delhi, October 12, 1974, p. 4-7.

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## EXAMPLE

### Every Man's Family

Levin and Gillespie in The Use of Radio in Family Planning suggest a long list of situations which might well be included in the hypothetical soap opera Every Man's Family:

No soap opera has yet been created that includes all the elements of family planning and contraceptive behavior. However, such information can be readily inserted into the standard soap opera.

In the hypothetical soap opera, Every Man's Family, elements of family planning as well as a general health theme are woven into its daily episodes. As the drama of the members of every man's family is presented, every occasion is utilized to develop the message of contraception and family planning.

When the baby is sick, the parents talk about the number of babies that die and the fact that today many more babies survive. And how important it is to have fewer children so that parents can give them better care.

When the mother is sick, the other members of every man's family are concerned about who will take care of the family. Her illness reminds them that she is precious to them. What if she should die? they ask each other. Has she become too tired because she has had so many children? How much healthier would she have been if she had had no more than two or three children?

As marital difficulties develop between the mother and father, characters talk about the number of children they should have had ... about the pressures on the father to earn more and more money because of the large number of children in the family ... and about the fact that the mother pays little attention to the needs of the father because of the children's constant pressures on her.

When there is a money crisis, the parents compare their difficult situation with that of their neighbors who had two children and no more.

When one of the children has problems in school, the adults bring up the fact that the school is too crowded. Because so many children are being born, so many more than ever before, it seems that every man's town is unable to provide a decent education for its children.

Marriage between characters can set the stage for discussion on family size, marital love, child spacing and the advantages of late marriage.

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## TAIWAN

In Taiwan, the family planning program developed twenty "Happy Family" Radio Plays around key program themes.\* Some of the plots are summarized here:

### 1. Topic: Fewer Children, More Happiness

#### "Two Children Are Just Right"

Mr. and Mrs. Yao had only two children and planned to have no more. The children were happy and the parents healthy. Mrs. Yao's mother often came to stay with the Yao's and very much approved of their small family. For each time she visited, she would compare her daughter's happiness with the unhappiness of her daughter-in-law who had four daughters and was still trying for a son. This daughter-in-law, with so many children, found even going out of doors a big problem.

#### "Who's Credit?"

A doctor was visiting his friend and mentioned a neighbor, Mrs. Yeh, who was expecting. She already had four children but she still wanted a son. This pregnancy was very soon after her last one, and because of that had met with many problems. The doctor had spoken to this friend about family planning before the friend's marriage. The doctor said he wished that he could have spoken to Mrs. Yeh about the same subject. Then maybe her home could be as clean, children as good and family as happy as those of the friend.

### II. Topic: More Children, More Tiredness

#### "The Burden of a Family"

Chao Shih, influenced by the viewpoint that many sons bring much good-future, had five children. Because

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\* Committee on Family Planning Taiwan Provincial Department of Health, Taichung, Taiwan. Mimeo. March 1974.

of such a big family, he had financial hardships, and his wife had to start working in a factory. Because of this, the children didn't get enough care and got into trouble. Chao Shih's friend Li Hsiao-tsu lent him some money to help him out and found him some extra work. But more important, Mr. Li used his own experience to urge Mr. Chao to stop having children.

- III. Topic: Expelling the viewpoint that considers a boy more important than a girl.

"A Girl is as Good as a Boy"

Liu Ching-piao strongly held the viewpoint that a boy was more important than a girl. Because of this he didn't allow his daughter to attend college, while his heart was set on his son becoming a learned and useful person. But his son never studied, while his daughter who had finally gotten to college with the help of her mother and aunt, graduated very high in her class and got a good job. Finally, because of this, Liu Ching-piao realized that a girl was not only as good as a boy, but maybe even better.

\*\*\*\*\*

### Music

Almost 80 percent of broadcast time in the United States is devoted to music, and comparable percentage may pertain in developing countries. The playing of music, interspersed with comment, interviews, commercials, spot announcements, news, weather reports, etc., is an inexhaustible means of filling up the hours of a broadcast day and is a major source of revenue for radio stations. Built in part on this "Western model" radio stations all over the world are increasing the number of hours they allocate to music.

Most of this music is geared to the teenager and young adult--two of the audiences you probably want to reach.

It is important, then to cultivate the people who play the records. Provide them with newsletters, fact sheets, spot announcements, people to interview, and call on them regularly with offers of assistance, with facts and figures.

Classical Music. There are few fine arts stations compared to "rock"

music stations but their programming is geared to a concerned intelligent listener. Design messages aimed at opinion leaders, stable members of the community and older listeners to be aired on these stations.

Family Planning Songs. Since music has such wide appeal, many countries have developed family planning songs in the tempo and language of the country and specific audience.

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EXAMPLE: HONG KONG FAMILY PLANNING SONG

If you want a Happy Family,

Don't have too many children.

Start Family Planning early;

It is the right answer to your problems.

Bring up your children in Health and Happiness,

Give them a sound education.

Be a responsible parent,

Then all the Family will enjoy Happiness.

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## A CASE STUDY--THE ROCK PROJECT

Originating in the United States and now everywhere in the world, the form of music called "rock" has had a profound influence on the teenage population--not all of it good. The words of songs that are repeated on radio hour after hour, day after day, "brainwash" youthful listeners and if the words are sexual in content, such concentrated exposure has the effect of sexual exploitation.

Included under the broad umbrella definition of "rock" are rhythm and blues, country, and to a lesser degree some folk music, jazz and "easy listening" music.

Among the most popular messages written into rock music in recent years are songs about pregnancy. These would not be threatening if directed to an audience of 30-year-old married women, but it is not. The school child who hears a song ten times a day on the radio may be having thoughts planted in her head that she is too young to handle. Messages of this kind may contribute to the fact that the United States ranks fifth among countries of the world in teenage pregnancy.

The United States exports "rock" music all over the world. Broadcast on radio, this music reaches teenagers everywhere every day.

Conversely, music and songs used wisely can support and promote responsible sexuality. Operation "Rock Project," designed by the Population Institute, a privately funded U.S. agency engaged in population research, counteracts the negative effects of the type of "rock" that exploits teenagers. The project personnel work closely with decision makers in the music industry, key media people, song writers, artists who record songs, to develop rock songs which promote sexual responsibility. Well-known artists have recorded interviews and spot announcements in which they speak from their own experiences about what being a parent really means, about sexual responsibility and the importance of sex education.



At the other end of the "rock" spectrum is a song called "The Pill" sung by Loretta Lynn, a leading country-western singer in the United States. It tells of a woman who has stayed at home having children while her husband roamed with other women. With her discovery of the pill, she throws out her maternity dresses.

While neither message is ideal listening for teenagers, Loretta Lynn, married at 13, mother of four by the age of 17, and grandmother at 28, has promoted the cause of contraception, sex education, and freedom of choice with her recording of "The Pill." In interviews and spot announcements she talks about the importance of family planning and sex education for the Rock Project.

Some of the spots developed by the Population Institute to be used on music programs directed toward teenage audiences are included below. They are taped voices of "rock" personalities whose records are heard daily on radio:

Fee Waybell (The Tubes)

"This is Fee Waybell of the Tubes in San Francisco. If you're a young guy out there, a young, good looking guy with dark curly hair, maybe tall--just remember, when you're out with this teenager you never met before or even the one you've been going out with, think about it, OK? Are we making babies or not? Are you ready to make babies? And if not, be sure you're not making babies."

Alice Cooper

"If I had a kid right now, the poor kid would be so neurotic, just because of my lifestyle, the fact that I'm never around, and I'm always working. I could afford a kid, but I'm just not mature enough to have a kid, and I think that's really important."

Loretta Lynn

"These kids today need to know about this pill. 'Cause they don't need to be having a baby and not know what's

going on. They need to be taking the pill, I think!  
People my age probably think I'm crazy, but this is  
how I feel. 'Cause I grew up with my kids. My  
oldest kid is 14 years younger than I am. So I know  
what it's like, and if I'd had the pill back then, I'd-a  
popped 'em like popcorn!"

\*\*\*\*\*

### Spot Announcements

Spot announcements are basically advertisements of your "product" which may be birth control, population education or any related subject.

Your "spots" will compete for the listener's attention with commercial advertising, which is usually the product of highly skilled creative professionals. Yours, hopefully, will stand up well.

Richard K. Manoff\* describes the basic elements of advertising as:

1. A message which consists of the essence of an idea and reduces it to minimum length, but preserves maximum comprehension of its content
2. Delivery to highly concentrated audiences of selected population groups
3. Frequency of exposure so that it can be ingrained in the memory in unchanging form
4. The continuity of exposure over long periods of time.

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\* Adapted from "The Technique They Call Advertising," in Michael McMillan, ed., Using Commercial Resources in Family Planning Communication: The International Experience (Honolulu: East-West Communication Institute, 1973), pp. 21, 24-26. Emphasis added.

He further explains that message design must be approached with full regard for certain indispensable disciplines. (These constitute the "Fourteen Commandments of Radio and TV Spot Writing.")

1. The message must be simple and brief and devoted to one idea.
2. Each message must be designed for a specific audience selected on the basis of reliable information.
3. The message must be made memorable so the audience finds it easy to remember.
4. The key idea is the new knowledge, the new attitude, the new practice you want to establish. The key idea should be designed so it is easy for the audience to respond to it and remember it, and persuasive enough for them to adopt its instruction.)
5. The message must lead to action. The desired action may be to buy or use a condom. It may be to encourage attendance at a clinic. It may be to send for a piece of literature. If the message does not persuade the audience to take action, it is a failure.
6. The message must be locally actionable. The campaign must be based on appeals that recognize different value systems.
7. The message design should include all the devices of communication: music, sound effects, drama, pictures and, of course, symbols which are especially valuable when dealing with a non-literate population. These devices should not pre-empt attention but should emphasize the key idea of your message and make it more memorable and more emotionally appealing.
8. The message must never change during the campaign or in its translation from one medium to another. Inconsistencies from one medium to another must be avoided or the effectiveness of the campaign as it is perceived by the target audience will be reduced.
9. The message should be frequently exposed.
10. The language of the message must be culturally relevant and must be in the idiom and dialect of the people.
11. The message should be emotional in terms of emotional needs and responses of the target audience.

12. The message should be designed to change an old idea or to establish a new one.
13. The message must be bold and brave.
14. The message should be tested.

Radio spot announcements have special requirements. Use the unexpected to get attention: sound effects, music, a scream, a startling fact. Even silence where sound is expected can be attention getting. Involve the listener. Use any one of a number of emotional appeals such as fear, love, worry, relief, anger. Or appeal to logic. (More appeals are suggested below.)

Think about what you want her or him to remember. What do you want your message to accomplish? Write sparingly. Use short sentences, simple words, action words. Make one word do the work of ten. How do the words sound when you read them aloud? If two people are talking, do they sound like real people talking. Make it believable.

How do you decide on ideas for spots? They can be short serious comments; they can be funny with a hidden message; they can be blunt--"go do "; they can be explanatory; they can overcome a rumor; remove an obstacle; define a concept. Because of the flexibility the short length allows in scheduling, within limits defined by the station, the variety of design is considerable.

#### SOMETHING TO DO

Below we have listed a number of different kinds of appeals under two categories--emotional and logical.

Study these examples, then use the space provided to write five more appeals, either emotional or logical, which might work with your audiences.

##### Emotional Appeals:

love of family	patriotism
self-preservation	good taste
prestige	reputation
power	religion
loyalty	conformity

Logical Appeals:

saving of money

better health for the mother

better sex life

improvement in standard of living

more privacy

Although most logical appeals seem logical, they are basically emotional, too.

Your Appeals:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Each spot should address only one subject or theme. We have already referred to the "Twenty-five Critical Obstacles to Family Planning" described by Bogue and which you will find in Appendix II. All or some may be obstacles you encounter in your country. Each may be used as a theme for spots.

## SOMETHING TO DO

Here are some examples of spots Bogue's students have designed and pretested to overcome given obstacles. (They are reprinted from Remsberg, et al., cited earlier.) Can you identify the obstacles addressed from the list in Appendix II? After you have identified the obstacle for each spot, check your answers with those on the bottom of the page.

A. Woman's  
voice:

Hello, I'm Doctor Madeline Snow, Director of the Central Medical Clinic, with an important message about health and contraception. I'm concerned about some of the rumors I've heard about the family planning pill. Recently, someone asked me whether the pill can cause serious bodily damage. The answer to this is simply no. Oral contraception does not present a risk to a woman in good health. It is true that women with certain disorders are advised not to take the pill. This does not mean that the pill causes such disorders. Like penicillin, or any other prescription medicine, the pill should not be used in certain situations. At family planning clinics, no woman is given the pill without first checking to make sure that she does not have a health problem which would make using the pill inadvisable.

At the present time, more than twenty million women are using the pill, and the incidence of complications is very low. In fact, the risk of developing complications during pregnancy is much higher. The pill is one of the most effective forms of contraception available. I use it myself. If you're interested, I urge you at the very least to contact a family planning clinic for information. Don't be misled by rumors. Call or visit your nearest family planning clinic for the facts.

Obstacle: \_\_\_\_\_

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Check your answer below.

B. (Vietnamese music)

A Vietnamese proverb says: "You never tire of looking at a woman after she has borne her first child."

Yes, young ladies, your first child brings happiness to you, the mother. You are the pride of your husband, the charm of your family . . . But wait! Better plan to space your next child, because another proverb says: "Mother of five, your belly's as big as the basket you carry."

Obstacle: \_\_\_\_\_

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Answers A: I B: IV

- C. Announcer: No one method of contraception is best. This does not mean that the methods are not effective—they are when used according to directions. But a method which is suitable for one woman may not be for another. How can you know which method is right for you? Don't hesitate to discuss your feelings with your doctor if you are in doubt. He will help you select the best method for you.

Obstacle: \_\_\_\_\_

- D. Announcer: We're interviewing clients at the Family Planning clinic at 57th Street and South Lake Shore.
- Interviewer: Sir, the doctor tells me that you're planning to have a vasectomy.
- Man's voice: Sure, I'm having a vasectomy. My wife and I decided to stop at two kids. Oh, my brother's been giving me a hard time: "Better have lots of sons to help you with the farm," he says. But look at him. He's got seven kids to feed every day. Only one of his sons is old enough to really do a full day's work. And he'd have to work pretty hard to pay for himself and his six brothers and sisters. Nope, the way I see it, having lots of kids can put you in the red. Particularly if you raise your kids like I'm raising my two daughters—nice clothes, the best education available. But I can afford it. Look how much I'm saving by not having five more kids.
- Interviewer: Thank you for telling us about your solution.

Obstacle: \_\_\_\_\_

- E. (Authoritative voice):
- Do you know what the letters IUD stand for? This is another way to say intra-uterine device. An IUD is a small plastic loop or coil which can be fitted into a woman's uterus by a doctor, and once it is inserted it prevents her from becoming pregnant. People who don't know any better say it can leave the uterus and travel into the abdomen. But this is false. Others say it gets in the way when a couple is having intercourse. This is also false. A woman with the IUD is free to enjoy sex without running the risk of unwanted pregnancy. For more information about the IUD, consult your nearest family planning clinic.

Obstacle: \_\_\_\_\_

Answers C: XII D: XXIII E: IX.



F. Announcer: Can you believe that someday in the future we may be able to choose the sex of our babies, and couples can have just the combination of boys and girls they want? But for the present, it's still a matter of luck. Families who want a boy sometimes have all girls; families who hope for a daughter have two or three sons. If you have two children of the same sex, you may want to try one more time. But after three, it's time to stop—not just for the good of your own family, but also for the welfare of the country. For information on planning your family, come to . . .

Obstacle: \_\_\_\_\_

One way to learn to write a good spot announcement is to dissect one that has proven to be good. This one-minute spot, created for the U.S. Department of Health Education and Welfare, is aimed at mature women:

GET ATTENTION:

Most women think family planning means not getting pregnant until they're ready for children--and certainly that's part of it.

MESSAGE:

Get a check-up

But family planning also means making sure you're in good health while you're on contraceptives and that you are using the method best for you.

EMOTIONAL APPEAL:

Self-preservation

That's why a series of medical tests are an integral part

Answer F: XVII.

PRESENT THE  
MAIN MESSAGE  
OR PROBLEM  
AND SUGGEST  
HOW IT MIGHT  
BE SOLVED:

of total family planning.  
Whether it's a Pap smear for  
cancer, a test for diabetes or a  
check of your blood pressure to  
detect hypertension--all these  
tests, and others, are part of  
comprehensive family planning  
services.

URGE TO  
ACTION:

For information or help in  
obtaining family planning  
services, contact the family  
planning clinic in your  
community.

TAG LINE:

Call Planned Parenthood.  
(phone number) Call NOW.

The message presents a fact not everyone knows--that family planning is more than child spacing. It plants worry in the listener's mind if she hasn't had a Pap smear or blood pressure check. It provides reasons for taking action. And it asks for specific action.

## SOMETHING TO DO

Here is the body copy for a 30-second "spot", broken down into its components. The body contains 43 words, leaving space for a local identification:

GET ATTENTION:	{ If you are in love, now is the time for family planning. That way you'll be able to plan your chil- dren when you want them. It will give you, your loved one and the chil- dren the best possible chance at health and happiness.	
MESSAGE:	{ For advice, call Planned Parenthood (phone number) That's Planned Parenthood.	MESSAGE: Plan for a happy family.
URGE ACTION:	{ For advice, call Planned Parenthood (phone number) That's Planned Parenthood.	

Break the six examples (A-F) in the previous "Something to Do", down into the three basic components in the same way as the example above. Do all of them have all three components?

A.

Get Attention: \_\_\_\_\_

\_\_\_\_\_

Message: \_\_\_\_\_

Urge Action: \_\_\_\_\_

B.

Get Attention: \_\_\_\_\_

Message: \_\_\_\_\_

Urge Action: \_\_\_\_\_

C.

Get Attention: \_\_\_\_\_

Message: \_\_\_\_\_

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Urge Action: \_\_\_\_\_

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D.

Get Attention: \_\_\_\_\_

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Message: \_\_\_\_\_

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Urge Action: \_\_\_\_\_

---

E.

Get Attention: \_\_\_\_\_

---

Message: \_\_\_\_\_

---

Urge Action: \_\_\_\_\_

F.

Get Attention: \_\_\_\_\_

Message: \_\_\_\_\_

Urge Action: \_\_\_\_\_

When you write "spot" announcements, you will not write just one but several. If possible all of the announcements should be used on radio within a few days. Your aim will be to saturate--to spread the spots solidly through the period you want. The announcements will have greater impact if all have the same theme, and are interrelated.

The one-minute spot: Can state problem or message in detail.

Urges action.

The 30-secondspot: Can state problem or message briefly. Urges action.

The 20-secondspot: Highlights the message. Urges action.

The 10-secondspot: Gives bare facts. Urges action.

Providing spots in varying lengths gives the radio station freedom to place

spots wherever there is time while still repeating and reinforcing the message.

Here are three spots of different duration, all presenting the same message. Each reinforces the message of the others.

60 seconds (156 words)

Today it's possible for women to have babies when they want them and to avoid pregnancy when they don't. This is birth control--or family planning. There are different methods. You can choose the one you like. At a family planning center you are examined by a doctor, and choose a method with him. It is the safest way, and it works. Hardly any women who are using a good birth control method get pregnant. It's also inexpensive. At a family planning center you pay a small amount according to your income. You may not pay anything. Eight out of ten American wives use some form of birth control today. They find that by planning their babies they can do better for themselves, their husbands and their children. Do you want help in planning your family? There is an agency that can help you. For an appointment, call Planned Parenthood--that's Planned Parenthood--in your community.

30 seconds (72 words)

Today, through family planning, women can have babies when they want them and avoid pregnancy when they don't. At a family planning center you are examined by a doctor and you choose a birth control method with him. You pay according to your income. Eight out of ten American wives use some form of birth control today. For help in planning your family, call Planned Parenthood--that's Planned Parenthood--in your community.

20 seconds (42 words)

Eight out of ten American wives use some form of birth control today so they can have babies when they want them--avoid pregnancy when they don't. For help in planning your family, call Planned Parenthood--that's Planned Parenthood--in your community.

All of the spots in your campaign can be the same length. If they are, make them short. A 30-second spot is an exercise in tight writing, but you can say a lot in a few words.

The next three spots from Fiji are about the same length:

A.       Husbands and wives! Plan your family--better your life. You



can plan your family--that is, control your family size simply, safely and effectively. You need have only the children you want when you want them. Can you afford more than a small family? You'll get a real family planning welcome at your health center where family planning advice and help are free. Be wise. Control your family size.

B. Here's a special message for all young marrieds. Be wise. Control your family size. Postpone that first baby and space your pregnancies. There are safe, simple and effective family planning methods. Plan your family. Better your life. And avoid unwanted pregnancies. You'll get free family planning advice and help at your health center and you'll be really welcome always.

C. It's really hard to clothe, house, educate--particularly to properly educate--more than two children. Is your family complete now? Can you afford more than two children? Think now before it's too late. Plan your family. Better your life. You'll get free family planning advice and help at your health center. You'll be really welcome. Be wise. Control your family size.

#### SOMETHING TO DO

Study the above spots. They all contain the same message. What is it?

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Slogans are used. Can you identify them:

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Identify the audience for which you think these spots were written:

	SPOT A	SPOT B	SPOT C
Age?			
Education?			
Income level?			
What else?			

If you tape your own spot, choose your narrator carefully with your audience firmly in mind. What is being said determines who will say it.

Put your message in the mouth of a believable person.

The voice should be well modulated, and the words spoken at a moderate speed.

Is the voice authoritative?

Is a gentle voice better because it's talking about a delicate subject?

Is a male voice a deterrent to women?

Use a professional announcer who is trained to read for radio.

If the script calls for clients, choose believable voices who use the local language.

#### SOMETHING TO DO

Following are selected spots.

Identify the audience to which each is directed.

The message? An obstacle? Motivation?

Are they effective?

Sound effects: Soft music

Male voice: Mother, can you tell me why your baby looks so healthy? What are you feeding her with?

Female voice: Good nutritious food, good care.

Male voice: How do you manage all this?

Female voice: We have been to the Family Planning Clinic where we were advised that we can get our next baby when we like. Why can't you go to this clinic and take your wife there?

Male voice: I will do so tomorrow. Thank you.

Audience? \_\_\_\_\_

Message? \_\_\_\_\_

Obstacle or Motivation? \_\_\_\_\_

Effective? \_\_\_\_\_

If you are in love, now is the time for family planning. That way you'll be able to plan your children when you want them. It will give you, your loved one and the children the best possible chance at health and happiness.

Audience ? \_\_\_\_\_

Message? \_\_\_\_\_

Obstacle or Motivation? \_\_\_\_\_

Effective? \_\_\_\_\_

You are living in a changing world in which life is becoming more and more expensive. You need to change your life by adopting family planning so that you can fit with dignity into this new situation.

The Family Planning Association at 7 Buckle Street, Bathurst, The Gambia, is at your service all day and every day.

Audience? \_\_\_\_\_

Message? \_\_\_\_\_

Obstacle or Motivation? \_\_\_\_\_

Effective? \_\_\_\_\_

#### INVOLVING MEDIA PERSONNEL

Your success in achieving good radio coverage will be in direct proportion to the effort you put into developing good relationships with the personnel.

After you have spent time listening to the station and its programs and have a "feel" for their angle, put together a packet of relevant materials, including a fact sheet. Make appointments with the program and news directors to introduce yourself and to tell them about your program, to obtain from them pertinent program and technical information and to offer your services as a resource.

Your fact sheet should offer your purpose and your goals, services and program. Key professional staff. Board members. Give office and home phone numbers. Update your fact sheet regularly.

Ask in what form material should be submitted. Professionally developed material is best for everyone. Find out under what restrictions the station operates. Determine what help you can be to them and to individual programmers. Find out what the program and news directors want. Do not try to do

their jobs for them but help them to do their jobs better.

### Strategies for Involvement

A possible strategy for involving radio people is to include them in a combined press day for all media people. Refer to the unit on newspapers for suggestions and guidelines for setting up a press day.

Or, design a comprehensive broadcast press day, designed just for electronic personnel.

Or, set up a special program for radio and television personnel designed to give them a background in population and family planning facts and programs and how such material might enrich their programming. In addition, such a program may be a way of involving the media personnel on a broader scale.

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### A CASE STUDY: LEAVING OUT MEDIA LEADERS IN POPULATION PROGRAMS\*

Several years ago in an African country . . . the population activity was the taking of a census. Much money and a great deal of time by many specialists was invested in preparing for this undertaking. Three weeks before the census was to begin, the director of that country's radio services was called in and told to prepare the people of the country for the census. That director, whom I highly regard as a professional broadcaster, knows his audience. He is well aware of the traditions, taboos and suspicions that get stirred up when outsiders arrive in a village and start prying into the personal affairs of village families. He told them there was no way he could prepare the "people" in three weeks. All of the specialists who should have known better--and assuredly would have had my friend been involved at the outset of planning--were dumbfounded. The planning process was too far along to stop it. The government instructed him to do his best. This he did. What he predicted, however, is what happened. That country does not have any clear notion of the size of its population. A lot of time and a great deal of money went down the drain.

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\*David Poindexter, "The Role of Radio in the Implementation of the World Plan of Action," Population Institute.

## PUBLIC SERVICE TIME vs. BUYING TIME

In the United States in order to obtain a license to broadcast, radio and television stations must provide time devoted to "public service." They must prove when they apply for license renewal how much they have provided. Public service programming is free time, and any group or agency working in the public interest can ask for a share. It may take any form--spot announcements, interviews, drama, talk shows, documentaries, etc. The station, however, retains the right to assign the time slot--and this may be at 2 a.m. or prime time according to station interest and priority (and sometimes your persuasive powers).

To use this time effectively, you should know the ways a station can help you. A booklet published by the National Association of Broadcasters (U.S.A.) states that basically, there are two broad categories of public service programming.

### Programs:

Specials: Interviews, panel or group discussions, demonstrations, etc., either in a series or in a one-time-only presentation.

Segments: Similar but shorter presentations inserted as "participating" features of other programs.

### Other On-Air Exposure:

Spots: Brief, prepared announcements made at various times during a broadcast day.

Personality Spots: Announcements by on-the-air personalities such as disc jockeys, farm directors, or directors of women's features.

News items: Short stories which are included in regular local newscasts and give briefly the who, what, when, where and why of a newsworthy event.

Editorials: Statements prepared at the station which present the station management's viewpoint on community programs and projects.

However, the NAB cautions, if a station gives you free air time to advertise your cause, don't surprise the owner by buying a spot on another station or an ad in

the local paper. If you do, you will probably not be given free air time again.

In many countries you can obtain similar free air time on government sponsored or privately owned stations. Find out. You will make a determination, based on a number of factors over which you may have no control, whether you will use "public service" time to broadcast your message or whether you are going to buy time. It is not always possible to combine the two. In some countries government controlled stations will provide all the air time you want--but you will need a listening audience analysis to determine if your specific targeted audience listens to the station. If not, it may be necessary to budget commercial time.

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#### EXAMPLE

In Sri Lanka, where there is one National Service Channel and one Commercial Service Channel, the listening audience is greater on the commercial channel because it carries the more popular programs and also because the National Service station is perceived to carry an overabundance of government information programs.

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Cost of air time on commercial stations is based on a somewhat complicated formula combining market reach, program, time of airing, length of spot, audience selectivity, and is best computed by an expert from an advertising agency or the sales division of the network or the station. Prepare a plan matching the right mix with the money available at the beginning of the program year and revise it quarterly.

Even if public service time is available, the cost of producing the "spots" will be borne by you.

1. The station may specify typed, timed, double-spaced announcements, simply prepared and distributed to the stations at minimal cost to you, except of course, the time of the writer or creative person.
2. The station may require that spots be recorded on tapes or discs. They may be willing to do it for you in the studio. In that case your cost would be low, involving only talent, if that is required or, in some cases, cost of recording time. Obtain station requirements and figures. Or, the station may require that you bring to them fully recorded tapes or discs made to their specifications. The costs involved are recording time and talent. They may be figured depending



on local costs, station policy, and your capacity to do it in-house, and will be included in your budget.

3. An alternative is to invest in taping equipment of quality sufficient to meet station specifications. The many factors involved in such selection vary too widely to elaborate here. But at least consider the possibility and determine station requirements in your country, equipment costs, and added staffing expenses. Then make a decision.

An Indonesian group purchased a soap opera with a family planning theme from a production company in the Philippines and adapted it to the Indonesian audience. For you, it may be possible to buy a 13 or 26 week "soap" and find a sponsor who will pay to have it broadcast.

## SUMMARY

In this unit, we have tried to help you do two things: to "Know the Medium"--to gain a more thorough understanding of radio and radio programming, and to "Know Your Job"--to develop ideas for using radio in your work in family planning.

Under "Know the Medium" we have talked about how radio can be used for each of four communication approaches. We have discussed the special role of governments in regulating radio programming and how you might be able to use this to your advantage. And we have continued to build a media file, incorporating radio stations.

Under "Know Your Job," we have given you some general suggestions for preparing material for radio, and we have tried to give you some ideas for incorporating family planning information into the many kinds of radio programming. We have asked you to analyze several radio spot announcements and to develop your own ideas for spots to use in your program.

Many of the skills you have developed in this unit will be useful to you in learning to work with television.

### SELF-TEST

Check your progress by answering the following questions.

1. List at least three strengths of radio as a medium.

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2. List the four elements of radio programming.

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3. List at least six items of information about audiences that is helpful in designing radio programming.

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4. List at least four different categories of radio programming, and explain how each may be used for family planning.

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5. What are the three components of a radio spot announcement? Explain the purpose of each.

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### ANSWERS TO SELF-TEST

1. Check your answer against the list on pages 165 and 166.
2. Speech, sound, silence, and music.
3. Compare your answer with the lists on pages 170 and 172.
4. Check your answers against pages 172 to 175.
5. Get Attention--to create interest in listening.

Message--give details and information.

Urge Action--get the listener to do something specific in response.

UNIT IV

TELEVISION

### UNIT OBJECTIVES

When you have finished this unit, you should be able to:

1. Identify and explain three major categories of television messages.
2. Give an example of how closed circuit television can be used for family planning.
3. List and describe at least four television program formats.
4. Explain the role of the "television assignment editor."
5. Describe at least three strategies to get television news coverage for family planning.
6. Explain the purposes of TV spot announcements.
7. List and describe three major TV spot production categories.
8. Write an example of a TV spot based on an "obstacle" to family planning.
9. Explain at least four TV spot formats.



## INTRODUCTION

Television is not "radio with pictures." The two media have a great deal in common and much of what we discussed in the unit on radio pertains, so the differences are what we will talk about here.

When television is introduced into a country, at first there is a "honeymoon period." People, transfixed by the phenomenon of "live people in that little box," sit entranced and watch anything. But audiences become sophisticated quickly and it does not take them long to become more discriminating and to tune out what they do not like.

There is no question that television has the potential for being the most powerful medium in the world to create awareness, to effect change, to transmit information, to instruct, to persuade, and to create a climate for dialogue.

It may not yet be available in your country--or it may be in its infancy. You cannot know how fast it will move once it is introduced. A technological breakthrough that will do for television what the transistor did for the spread of radio is always possible. Be prepared.

In this unit we will discuss television under two topics--"Know the Medium" and "Know Your Job" in relation to this medium. Under "Know the Medium," we will talk about the potential of this relatively more expensive medium, particularly of its rapid expansion in the developing countries. We will describe some special approaches for using television such as listening groups and closed circuit television for particular audiences. As in the other units, we will again spend some time analyzing television programming and incorporating this information in your media file.

In discussing your job in working with television, we will emphasize television's use for both entertainment and information. We will talk about the special requirements of getting your program on television news and other information programs. And we will discuss some approaches for encouraging producers of drama and other entertainment programs to incorporate family planning information in their materials. We will spend some time on the techniques of developing good television spot advertising, looking in detail at two cases that illustrate the importance of pretesting spots before they are used. We will analyze several examples of family planning spot announcements in several formats, which may give you some ideas for use in your program.

## KNOW THE MEDIUM

Television is directed toward hearing and vision, the two most important senses through which we acquire almost all of our knowledge. Psychologists tell us that we learn eight percent of what we know through hearing and 90 percent through sight, and that we retain 20 percent of what we hear and 50 percent of what we see and hear.

Television can combine the attractions of stage, cinema, radio, and the press, yet can be more than the sum of these parts. It provides an immediacy and an intimacy not possible in other forms of mass communication and it has a far wider range of program possibilities.

It differs from other forms of aural/visual experience because it makes its audience feel they are in two places at one time--watching the television set and at the scene of the telecast.

Television has the capacity to make the viewer feel that he is

1. Watching the program from the front row or the sidelines, as in a newscast, sporting event, or variety show.
2. Taking part in the telecast as in audience participation programs such as quiz shows, demonstrations, and educational programs.
3. Intimately involved, as in theatrical productions, dramatic shows, and "soap operas."

This feeling of intimacy can be explained by the fact that the performer is four feet from the television cameras and the viewer is four feet from the television set, making the two individuals, in effect, eight feet from each other even though they are separated by miles. The personal interaction is intensified by close-ups when the performer seems to speak directly to the viewer.

It was not until after World War II that television developed as a real communications medium. In the short span of 25 years it has become the most powerful form of mass communication ever known. Television has not just grown, it has spread like wildfire across the world, absorbing the attention of its audiences, changing mores, influencing opinions, feeding those audiences with program material that ranges from superlative to less than mediocre.

Probably more than any other form of media in existence it has the capacity to "sugar-coat" information and education with enough entertainment to make it

more palatable and therefore more acceptable.

Researchers tell us that television's powers of persuasion equal the combined effect of all other media, implying the profound influence television will have in the next quarter century in countries where it is just now being introduced, and the role it can play in inter-country relationships. It will bring the traditional music, drama, dance, and visual arts of the developing countries to the rest of the world, sharing and perpetuating their cultures. At the same time, cultures and technology of the industrialized countries cannot help but intrude into the lives of people all over the world, instituting lifestyle changes not always in their best interests.

Television can, under certain circumstances, dramatically change audience attitude. The Vietnam War and its coverage on television is an example of the impact of this medium. Vietnam was the first "easy-chair" war. Viewers a world away watched the war unfold in living color and this, more than any other single factor, marshaled world opinion against continuing the war.

If television, with its critical eye, can influence the course of a war, think what limitless possibilities it can offer--if creatively used--to educate audiences to the importance of family planning and the dangers of overpopulation to the future of the world.

#### THE FOUR COMMUNICATION APPROACHES

We have suggested that television has some use in all four of the communications approaches we have been identified earlier in this module--information, instruction, persuasion and dialogue. In the space below, suggest how you feel television can be used for each approach. Compare your answers with those we developed in the unit on radio. What have you added?

Information \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Instruction \_\_\_\_\_

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\_\_\_\_\_

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Persuasion

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Dialogue

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#### TELEVISION AROUND THE WORLD

In "The Present and Future Role of Television in Communicating Family Planning," Frank Kavanaugh details his views on the advantage for developing countries in the long-term use of audiovisual systems for communicating family planning:

It is . . . entirely possible that many developing countries will have modern communications systems much sooner than the highly developed countries because they have little economic investment in out-dated systems and hence no problem in writing off existing investments. The out-dated systems are the broadcast station transmitters that handle only a few signals and restrict those signals to a small land area.

High capacity staellites with greatly reduced cost and selective beam widths can transmit directly to the home receiver and can provide an almost unlimited number of channels of information into a single home. The applied technology therefore exists to provide the most remote village with simultaneous transmission of language lessons, agricultural planning, animal husbandry, lessons in how to make furniture and, of course, information on health care and family planning.

Television has been used in the United States for only the past 25 years, so it is still very much in its infancy. There are today 120 million television sets in use and only 90 million telephones. The average number of hours each American home views television each day has continued to

increase over the years and currently the average viewing time per home is said to be close to six hours per day. There are predictions based upon reasonably reliable statistics that by 1977 more information will be disseminated within America each year by the audio/visual media than by all other forms combined.

If those statistics have implications for the rest of the world then all current and future students of communication must take quite seriously the responsibilities they will assume.\*

Development of the technology necessary to introduce television into a country has proceeded around the world. By 1970 the number of countries with television had exceeded 125 and the number of TV sets around the world was well over 200 million and increasing rapidly. In just five Latin American countries (Cuba, Mexico, Argentina, Brazil and Venezuela) there were over 10 million receivers. In the Near East, Iran, Iraq and Lebanon accounted for more than one million sets. In the Far East, television is well established in Thailand, Korea, the Philippines, Indonesia, and Pakistan and India. A satellite placed in orbit over Indonesia in 1976 makes possible the transmission of educational television to remote villages.

#### SOMETHING TO THINK ABOUT

What is the reach of television in your country? In your community? In your city? What are the future plans? Try to find out.

The same media research channels you used for press and radio information will include the television reach as part of their audience analysis.

Television is an expensive medium--to receive as well as to transmit--yet it is beginning to reach the rural population. In Taiwan, with fairly complete coverage, television is valued as the most effective communications medium. A survey conducted by Taiwan National Chengchi University shows that 70 percent of the population watch TV often, 48 percent read newspapers, 32 percent listen to radio, and 26 percent read magazines. Although there are only three TV stations on the island and 92 radio stations, the National Family Plan-

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\* From Communicating Family Planning: Speak--They Are Listening; Selected Readings. Arlie Productions, pp. 31-40.

ning Program, according to Yvonne Hsu Lin, determined that it is less expensive to use television to reach its audience if the measure is cost effectiveness.

In some countries because of the unavailability and expense of television receivers, the television viewing group has developed. A familiar sight in the United States and Britain in the early 1950s was people sitting in taverns and pubs watching sports events, or gathered in television sales showrooms watching almost anything. A parallel can be found in the teleclubs and viewing groups in villages, central locations, and schools organized to bring educational television to groups of people. These groups are now appearing in Sri Lanka, Senegal, India, and Indonesia, among other places.

A Unesco-sponsored experiment with TV broadcasts used groups of women in working class districts near Dakar, Senegal to determine if television could be used effectively as an educational medium. The emphasis in these groups was viewing followed by discussion. During the discussion, underlying social problems surfaced and were dealt with by the group.

In the experiment about 500 women were organized into ten groups. Most were illiterate, half were between the ages of 16 and 25. There were two telecasts a week--one on hygiene and illness, the other on nutrition. Sample surveys indicated that all of the women learned and retained knowledge about illness and nutrition. Younger women learned more and adapted to change more readily. Among conclusions drawn were that educational television heightens awareness, that when properly used it can be a potent factor in national development, and that information learned from this medium was believed and passed along to members of the community not in the viewing groups.

The results of perhaps the largest experiment with rural television--the Satellite Instruction Television Experiment (SITE) in India--are still being analyzed. The one year experiment, which ended in mid-1976, involved direct satellite broadcasts to nearly 2,400 villages, in six states, in four languages. The four-hour-per-day broadcasts mixed entertainment with news, nutrition, health, and agricultural information and information about other parts of the country.

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#### EXAMPLE: THE TELECLUBS OF VIETNAM

In Vietnam, just prior to the end of the war, teleclubs were flourishing. A group of Jesuit priests, headed by Fr. Alexander de Rhodes, provided educational television programs for rural audiences using government support coupled with private contributions.



The objectives of the program, which was begun in 1968, were:

- To produce and distribute programs for mass education
- To conduct research about the most urgent educational needs of the audience and to analyze those needs.
- To organize viewing groups to insure maximum impact of the programs and keep two-way communication open
- To train personnel to carry out this work

The de Rhodes production staff videotaped four series of programs: a children's series, a health series, a nutrition series, and a series of melodramatic dramas depicting problems Vietnamese families faced and solved.

The basic idea behind the teleclubs the de Rhodes staff organized was to provide an opportunity for small groups of 10 or 15 people to meet in familiar surroundings, know each other better, learn something, learn to trust each other, and get involved in joint community action.

Fr. de Rhodes filmed his units both in the studios and, using portable videotape cameras and equipment, on location in the mountain villages using villagers as "actors."

The scripts were simple, focusing on simple practices which, if followed, could change lives. When he and his staff edited them and returned to the villages with them for viewing by the villagers, the impact was great.

1. The "miracle box" itself was a phenomenon
2. People they recognized, performing acts they could copy, was very interesting. One of the early very basic themes he used showed the health value of boiling water.
3. The simple "go to the nurse" family planning process involved local village women talking to the nurse who had come up from Saigon. The same tape was used far up in the mountains but the village format enhanced credibility.

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### SOMETHING TO THINK ABOUT: PAYING FOR TELEVISION

Because television is expensive, a number of approaches have been devised to underwrite the costs. Among them:

1. Advertising--the sale of "commercials" or program time
2. Taxation in the form of license fees on receivers
3. Government ownership
4. Educational television, such as the U.S. Public Broadcasting System, supported by government grants plus support from foundations, corporations, and individual donors
5. Closed circuit television systems owned by teaching institutions or private syndicates and used to broadcast to special interest groups who may or may not pay to view the television program.

Many countries employ a combination of systems based upon what works.

What applies in your country?

How might your role in approaching these stations for your purposes differ? Make notes below.

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### TELEVISION MESSAGES: THREE CATEGORIES

Because of high production costs, commercial TV producers make programming decisions based on what they feel will attract and hold the largest audience. Given a choice, viewers prefer to be entertained rather than educated. Thus, with an eye on cost per viewer (remembering that the sale price of commercials which pay for the programming is on this basis) producers devote a minimum of time to education and the bulk to sheer entertainment.

Innovative producers are endeavoring with some success to turn this trend around and in the developing countries there is hope that television's tremendous potential can be realized, especially where non-commercial sources, such as the government, pay for programs.

Television programming breaks roughly into three groups:

- Information--news, discussion, panels, instruction
- Entertainment--drama, soap opera, comedy
- A combination of the two--documentary, travelogue, commercial spot.

Television adds to the elements used in radio, the techniques of the theater and the films to use sight as well as sound, blending all together into an entertainment "package" for maximum impact.

### YOUR MEDIA FILE

In your Workbook, build your media file for television. The basics remain the same, but you will find it valuable to monitor all channels--and all programs on each. Watch with your mind searching for possible angles which you can propose. Make notes on each program for future reference. Each show will have one person--the host himself, the producer, or a program director responsible for planning the program. Find out. The day's segments--and they may be different for each day, especially weekends--are much like newspaper sections, and you reach each on a different basis.

### SOMETHING TO DO

If you are in a group, assign each member a two-hour segment on one channel. Expect each to take notes on programs.

Meet together to share insights into the programs and brainstorm ways to include family planning and population into each:

Kind of Program

Length

Format

Ways to Include Family Planning.

Choose one way to include family planning and develop it for presentation to a program director. Prepare specific facts and workable ideas.

### SOMETHING ELSE TO DO

On the preceding page is a sample of television listings from a media guide. Note the variety of shows listed and the valuable detail. Looking at the guide for the station, check the programs which you think might lend themselves to family planning.

Choose one.

How would you go about developing interest for your program ideas among the people who make the program? Make notes below:

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# TELEVISION - CHICAGO

WLS/CH7 (continued)

Show Name: "AM Chicago"  
Format: Entertainment  
On Air: 9:00 A.M. Monday-Friday  
Taped: Live  
Length: 90 minutes  
Hosts: Steve Edwards & Sandy Freeman  
Contact: Stefanie Kowal; Diane Storck, Asst.

Length: 30 minutes  
Taped: On location  
Host: John Drury  
Contact: John Drury or Blanch Schleier

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WMAQ/CH5 News: 861-5300  
Merchandise Mart, 60654; 861-5555

Show Name: "Graffiti with John Coleman"  
Format: Late night guests; features  
On Air: Midnight Monday-Friday  
Length: 30 minutes  
Taped: Noon  
Host: John Coleman  
Contact: Bev Kennedy

Newscasts: 5 minutes at 1:30 A.M., 6:55 A.M.,  
7:25 A.M. & 8:25 A.M., 30 minutes  
at Noon & 10:00 P.M., 60 minutes at  
5:00 P.M.

Coverage" Chicago Metropolitan area

On Air: 5:55 A.M. - 1:40 A.M.

Net. Affil.: NBC

Wires: AP, UPI, PRNW, CNB

Personnel: V. P. & Gen'l. Mgr. - Lee Schulman;  
Station Mgr. - Robert Walsh; Program  
Mgr., - Zvi Shoubin; News Dir. -  
Shelly Hoffman; Adv. Rates Contact -  
Charles Gerber; News Asst., Ira Sutow

Show Name: "Eyewitness Forum"  
Format: News-interview  
On Air: 12:30 P.M. alternate Saturdays  
Length: 30 minutes  
Taped: Varies  
Host: Fahey Flynn  
Contact: Elizabeth Richter

Show Name: "Today in Chicago"  
Format: Interview - features  
On Air: 6:30 A.M. - 7:00 A.M. Monday-  
Friday

Length: 30 minutes

Taped: Thursday A.M.

Host: Jerry G. Bishop

Contact: Joe Turner

Show Name: "Feminine Franchise"  
Format: Women's Rights discussion  
On Air: 1:00 P.M. Saturday  
Length: 30 minutes  
Taped: Varies  
Host: Teresa Gutierrez & Rosemarie Gulley  
Contact: Teresa Gutierrez

Show Name: "Tilmon Tempo"  
Format: Interviews, features  
On Air: Midnight Saturday  
Length: 60 minutes  
Taped: Varies  
Host: Jim Tilmon  
Contact: Glant Cohen

Show Name: "Of Cabbages and Kings"  
Format: Social comment  
On Air: 11:30 A.M. Sunday  
Length: 30 minutes  
Taped: Varies  
Host: Varies  
Contact: Joe Tremarco

Show Name: "Kup's Show"  
Format: Talk  
On Air: 10:30 P.M. Sunday  
Length: Varies  
Taped: Thursday & Friday  
Host: Irv. Kupcinet  
Contact: Paul Frumkin

Show Name: "Black on Black"  
Format: Black current events and personalities  
On Air: 1:30 P.M. Sunday  
Length: 30 minutes  
Taped: Varies  
Host: Vernon Jarrett & Daddy-O Daylie  
Contact: Vernon Jarrett

Show Name: "Memorandum"  
Format: Public service on local institutions  
On Air: 10:30 A.M. Sunday  
Length: 30 minutes  
Taped: Varies  
Host: Dori Wilson  
Contact: Linda Noyle

Show Name: "Oiga Amigo"  
Format: Latin American current events  
On Air: 12:30 P.M. alternate Saturdays  
Length: 30 minutes  
Taped: Varies  
Host: Pastora San Juan Cafferty, Rev. Ruben Cruz,  
Eseban  
Contact: Rev. Ruben Cruz, Jeff McGrath

Show Name: "City Desk"  
Format: News interview  
On Air: 4:30 P.M. Saturday  
Length: 30 minutes  
Taped: Varies

Show Name: "Eyewitness Chicago"  
Format: Magazine, people and places in Chicago  
On Air: 6:00 P.M. Saturday

## CLOSED CIRCUIT TELEVISION

Another form of television that is beginning to be used all over the world is closed circuit television (CCTV). CCTV differs from the regular television in that the videotape recorder or camera is connected directly to the television set. There are a number of new adaptations and refinements under development and as the equipment becomes standardized and less expensive the method of communication will be even more widely used. The current technology of CCTV enables the absolute beginner, with a few hours of instruction, to produce his or her own program.

Obviously there are some advantages if the object of television is to approximate as closely as possible one-to-one communication. It can be personalized to a specific audience so that the viewer practically participates in the action. He even feels almost able to talk to the person he watches. One videotape recorder can be connected to TV sets in a lot of classrooms at the same time.

It is reasonably inexpensive to produce videotapes that are smaller than regular broadcast tapes and that can be regularly reviewed and updated from time to time. The advantage of being able to tape easily "on location" using local people and then playing back the tape for local people cannot be overemphasized. And the magic of having it come out of "that little box" is not lost.

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### EXAMPLE

#### CCTV FOR POST-PARTUM FAMILY PLANNING EDUCATION

Closed circuit educational television has been used at Kapiolani Hospital in Honolulu, Hawaii in the obstetrics/gynecology wards for almost a decade. The program had, as its first content, an hour-long program for new mothers and surgical patients in the hospital entitled "Little Child," which shows a young family sharing the joy of its infant child. Other subjects covered in the closed-circuit program are "Happy Family Planning," "To Plan Your Family," "Breast Self-examination," "Formula Preparation," and "Bathing the Baby." Additional programs have been added, rotating day to day, so that any patient staying any three days can see all three programs--a family planning film festival.

Kapiolani's family planning counselors use television as one aspect of their multimedia program which includes slide carousels, film strips, and other audiovisual aids. The hospital reaches more than 1,000 patients per month.

The idea of the closed circuit program came from the hospital's Family Planning Service staff, headed by Dr. Ronald Pion, a pioneer in family life educational television. Surveys of patients indicated that they liked the breast self-examination film best. As one patient said, "In the privacy of my room, I could follow the instructions as they were given--something one can hardly do in an auditorium." Most viewers also found "To Plan Your Family" especially useful. The film shows and demonstrates how to use different methods of birth control.

The hospital schedules the programs to avoid competition with prime time television and to coincide, whenever possible, with visiting hours so that visitors--especially husbands or sexual partners--can watch.

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## KNOW YOUR JOB

Use your radio skills and add to them. Radio is sound and imagination. Television is sound and sight. It is the visual part that is important.

Sound is used in television the same way as it is in radio, with modifications. Sound and dialogue must be coordinated with the visual action. Sound may be pre-recorded or, as in some filmed productions, added after the picture has been shot.

Television may use narration. The "voice-over" (a voice not recorded with the filming) may be a narrator, an announcer or the prerecorded thoughts of an actor. Music is used as a background, as a program content, as a theme. In television, as opposed to radio, sound or music does not replace visual action; it heightens it.

Over and above these differences, the program content on radio and television are basically the same. Refer to pages 172 to 175 in the radio unit in the section entitled "Program Formats" for descriptions of programs.

Addition of the visual element is where to put your attention. Your job is to identify program ideas, develop them, and offer them to television personnel. Basic to this is an understanding of the formats available. These will vary by country and system. We will discuss a number of major formats below.

### TV NEWS

Visual presentation of events is the basic element in television news. But television news is not just newspaper writing read aloud. It differs in style, format, content, and delivery.

Television news grew out of radio news just as radio news grew out of newspaper journalism. Television news writing evolved to suit a new medium and the writing rules developed along with the medium. Although there are similarities, the writing styles for the three differ. In television, when the visuals are shown, words must relate to the pictures with words and pictures working together to tell the story. As with radio writing, style should be informal, and colloquialisms are acceptable.

Newspaper readers, radio listeners, and TV viewers may be the same persons and their interest and need to know are the same. But how they absorb the news from each of the three media is quite different.

Newspaper readers read headlines. There is not that option on television. If the story is uninteresting, the viewer turns the dial. News must grab at the viewer and it must have wide appeal. Stories that are chosen by the editor are organized with as broad an interest base as possible within the framework of news value. News of limited interest is left until last or omitted entirely.

Television demands different degrees of attention and participation on the part of its audience than does print or radio. TV requires less imagination than print or radio. But television does not always command viewers' full attention, even while they are looking at it. If the story and the picture are not interesting, their minds wander; they are easily distracted. Only if the television presentation is provocative and dramatic will they snap to attention and watch and listen.

Clarity, then, is essential. Television viewers cannot go back over a sentence to recall its meaning. Either they get it the first time or they do not get it at all. Or they get the wrong impression, and that is even worse.

Television does not actually deliver news. It delivers an impression of the news. The human eye and ear are selective. They see and hear what they want to see and hear. If too many details are included in a news story, more--and sometimes conflicting--impressions may result.

Writing the TV news story as it is aired is handled by the writers at the television station. You will issue the release that may result in a story. And you can help direct the amount and kind of footage TV cameramen shoot.

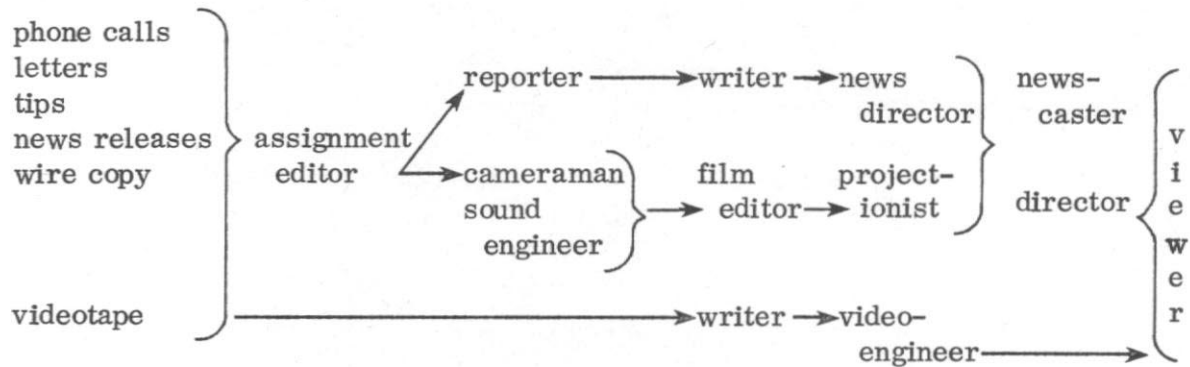
When you send TV stations releases on any news you have, suggest filming possibilities. The news editor may handle it in several ways:

1. It may run as you send it, or rewrite to fit the format--using a simple visual.
2. The news editor may call and ask to send a camera crew to film.
3. He may want more extensive coverage--and will call to ask help in planning it.

How is a TV news program assembled? Obviously the system differs by country and station, but an understanding of a typical process will provide insight into how you can get your story to your audience.

The assignment editor usually determines what will appear on TV on a given day. When he comes on duty he checks the teletype, looks through the "Day Book," or folder containing material accumulated for use for that day. This will include news releases, phone messages, letters, suggestions--perhaps a note on the arrival of an author or dignitary, the opening or closing of a clinic, the description of an educational program, or a letter from a concerned citizen on some subject.

Sources:



Information sent or phoned in will be in this folder. It is best to put your request for coverage in writing. If it is of interest it will be assigned to a reporter and/or a cameraman--or if the news is particularly heavy that day it may be put back for use on a succeeding day. Or it might be discarded.

Sources of news are:

- wire services (UPI, AP, Reuters, TASS, ABU, etc.)
- radio wire services
- stillphoto machines
- city news service
- other media
- radio newscasts
- stringers (freelance writers or cameramen)
- videotape from network newscasts
- the community

"handouts"

notices of scheduled events

public relations representatives for organizations (such as yourself)

concerned or angry citizens

local characters--usually outspoken on any subject

Television exposure is very much subject to chance and change.

Even if your story is filmed, there is no guaranteed exposure on the day's news. It could be pushed into oblivion by larger stories, or by breaking national or international news.

Your release may become "pad copy." Pad copy is a collection of short news items which have no connection with other news in the program and are accompanied by no visuals but which a newscaster uses to fill gaps when the program runs less time than expected or when videotape breaks.

A fifteen minute newscast contains roughly the same number of stories as does the front page plus one local page of a newspaper filled with one to three paragraph stories. A 30 minute newscast adds one more page and a few more paragraphs of in-depth coverage of the big news stories. There is considerable competition for TV time, so your story must be of real interest to be included.

#### Covering Your Story: Strategies for Getting Into The News

There are many ways for you to get television news coverage for family planning programs:

News broadcasts--usually scheduled regularly, news conferences, interviews responding to or commenting on news breaks, editorials, public service announcements.

If television reporters and cameramen come to cover your story, try to restrict their coverage to a few key facts so the viewer will have an understanding of what has happened or is about to happen. The physical setting in which the taping of the news story takes place is important. A busy background will distract the viewer. Yet the story should be visual. The story about a budget must be translated into human interest to touch the viewer's life. Content should be presented so there is physical and, if possible, dramatic action. Viewers are at the scene. What they see can be more deeply moving than what they read or hear. Truly, a picture is worth more than 1,000 words.

If the station cannot film your story, provide a sharp photo that can be blown up of the scene or person involved in the story. This can be used as background for the announcer's comment.

#### Writing For Television

In preparing material for the assignment editor, make it clear and simple. In writing, remember that long words are harder to understand than short words. Winston Churchill said, "Short words are best. Old words, when short, are best of all." Use repetition when it reinforces the image you want to convey. Use few adjectives and adverbs and stay with facts.

Tell the story the way it happened. Newspaper writing, uses the "inverted pyramid" in constructing stories so unimportant details can be slashed off the bottom to fit the story into the space available. In TV writing, the story should be chronological. One or two lead sentences should carry essential facts with the rest of the story following in chronological structure just the way you would tell a story. Expect pictures to carry the story.

[illegible]

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## HOW TO GET COVERAGE

A television news director offers this advice to help you get television coverage:

- Know what news is. Television stations are interested in conflict, controversy, human interest, development, change, and reaction to other news stories. Wherever possible there must be visual possibilities.
- Where do you find news? In your office? In the clinic? In the villages where fieldworkers are in touch with the people? In the capital city? A thousand miles away? Perhaps television personnel need to have you identify news stories for them. They cannot cover a story unless they know about it.
- Call the right station personnel. (Keep your media file current.) Call the news assignment editor with news, the talk show producer to place someone on a talk program.
- Send in material. Call with ideas for stories. Stations do have time to fill; some devote about two and one-half hours of broadcast time to news each day and each news story is only about two minutes long.
- Keep "at the ready" visuals for use when live film is not available or appropriate. Dramatic statistics, charts, posters--even still pictures.
- When a station handles a controversial issue, they must handle both sides. If they know who you are and what you can do for them they are apt to call you. When you see a controversial story break, prepare yourself to respond.
- Keep a file of human interest angles to suggest in connection with stories.
- Have available a knowledgeable and articulate spokesperson who can go on television with little advance warning to react to any kind of a breaking story. Maintain an honest helpful relationship in reacting to good and bad news.



- All stations want exclusives. If there is more than one station, rotate your exclusives and your feature ideas. But if your story is genuine news, see that they all have it.
- Where and when you schedule a news conference is important. It should be held close to the TV station, if possible, or somewhere dramatic like a hospital or a clinic. Never call a news conference if the story can be handled another way. News conferences as such do not lend themselves to good TV coverage. Find a visual angle or offer a one-on-one interview.
- And finally, if they turn you down or if they do not use the ideas you send in, keep the news and the ideas coming.

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## INTERVIEWS

One way to develop a TV interview is to provide a "spokesperson" when you are asked for reaction to news, to make news, or to participate in a news conference or one-on-one interview. The station personnel may call you--or you may offer a spokesperson. Keep one available.

There are a few tricks in learning to talk for TV: Provide your interviewees with a copy of them:

1. The camera takes a few seconds to get up speed so the first few words on film are expendable. Do not make points immediately after the cameras start rolling.
2. Frame a whole statement in answer to each question. If the reporter's question is, "Do you think opposition to your program is responsible for the drop in private giving?" The response should not be, "There is no way to gauge it," but "Opposition to our program has had little or no effect on funding." The film editor can then lift the complete statement from the film and it will stand by itself.
3. Pause between statements so that a frame or two of film can enclose a statement. This makes editing easier and the points essential to the sense of the story can be fitted into the allotted time slot.

4. Make each statement self-contained, that is, a statement that can stand by itself and without being misinterpreted.
5. Do not try to make a lot of points that refer to each other. If the one in the middle is not worth repeating the editor will have to throw the whole statement out because the points are interrelated.

Keep it brief. There is never enough time to tell the story properly. Select the best way of telling it.

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### SO YOU'RE GOING TO BE ON TELEVISION!

Remember:

You are appearing for a purpose. You have a valuable contribution to make to the television program and you are the one that can make it best. You are an important part of the program which will be seen and heard by thousands of your neighbors.

Avoid meaningless gestures and unnecessary movements. They take away from what you're saying or doing.

Know your subject and which points to emphasize and give some thought ahead of time on how to express them well.

Be sincere. Visualize a good friend in place of the television camera and talk with him in a normal conversational tone, with all the enthusiasm and interest you feel about your subject.

If you have visual materials which help explain your subject, send them to the director in advance so he can choose the appropriate ones.

Be on time! Listen carefully to directors and floor managers and cooperate with them. Watch for hand signals from the floor manager. He'll remind you if you're talking too rapidly, too slowly, or if you should otherwise improve your TV appearance. He is your guide once the program has begun. He will explain his signals to you before the program gets underway.

\*\*\*\*\*

## SPECIAL EVENTS

"Special events" may be openings, banquets, dedications, arrival of dignitaries, fashion shows and whatever. Provide supporting material to the assignment editor about the event, why it should be covered, the personalities involved, background material, and picture possibilities.

The television station personnel will prepare copy from this material.

## SPEECHES

Television-wise people, such as politicians, know the comparative impact value of television over newspapers. They know that TV will reach a wider audience and will carry face and voice to more voters than could be reached in a dozen speeches. They also know that it is possible to be quoted out of context.

If your speaker merits TV coverage, it is wise to provide the TV reporter or cameraman with a copy of the speech that he will give to his news editor so there will be no error in editing and no statements misunderstood. Very often TV cameramen will film only parts of a speech--the parts they consider most dramatic. The speaker may not.

## EDITORIALS

Editorials can multiply the news effect of a good story--or insure fair coverage of a controversial issue. There are usually no visuals involved.

To ask for editorial support, gather the facts and identify the kind of support you need. Then call or go see the appropriate person (use your media file).

If your opponents get there first, then request permission to present the alternative view. Most stations publicly offer such a forum and, in fact, welcome the controversy.

If the station is government owned you will need to determine the possibilities of rebuttal. But do not assume without checking that there is no room for discussion.

## DISCUSSION PROGRAMS AND DEBATES

Discussion programs are usually hosted round tables or panels where the group discusses one or several topics--usually of a controversial nature or at least with the possibility of several points of view to enhance the interchange.

If your station carries such a program, watch it several times to get the feel of the host and the types of guests who usually appear. Then, when you have a celebrity, a dignitary, an authority in town, offer his/her services. Topics so aired gain vitality and excitement and the audience becomes involved in the discussion.

Debates transmit information and create interest, especially when there is built-in controversy. Debates between pro- and anti-abortion forces, pro- and anti-population policy speakers can be effective. In the United States, the Kennedy-Nixon debates were credited with electing Kennedy president and the Ford-Carter debates gave Carter a boost toward the presidency.

Charts and graphs can be used to break up the monotony of shots of the debaters, although a good debater is not monotonous. For a debate, provide factual material, biographies of the debater(s), and background material on the topic, and appropriate visuals.

#### INDEPENDENT PRODUCTIONS

Many programs including discussions, interviews, features, etc., are produced by independent producers who syndicate them and offer them to television stations and networks. An example of such a producer is Martha Stuart of New York City. Her videotapes which are filmed and telecast all over the world, cover discussion of such subjects as drugs, abortion, prisoners, policemen, women, welfare mothers and others, including people talked about but seldom listened to.

"Consultation" is a syndicated medical series with 120 outlets in the United States and abroad. An interview format is used.

Here is a sample script of a "consultation" program, "They Need Help." The interviewer assembles information for questions in a pre-program talk with the interviewee, and the agency that provides the speaker provides the filmed segments. The script is used merely to guide the discussion and the responses are extemporaneous. The program is taped, giving the program director latitude in editing the entire interview down to fit into the allotted air time--29 minutes.

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EXAMPLE: CONSULTATION  
Air Time - 29 Minutes

Scripting Guide

Host: Jack

Guest: Margaret Roberts, Director Planned Parenthood

"They Need Help"

JACK: Child mothers and fathers are often the result of promiscuity among teenagers. However, when parents assume more responsibility in their children's sexuality we often find a reduction in pregnancies. They need help--this is our topic today.

1. Mrs. Roberts, what is the role of the parent in this problem which faces so many teenagers?
2. What is the role of Planned Parenthood in correcting this problem?
3. What are some of the elements in your Teen Programs?

. . . . FILM

4. Can too early information produce more harm than good?
5. Has the increased availability of birth control methods increased promiscuity?
6. In dealing with these teenagers, from your experience, where do they lack knowledge most?

. . . . FILM "What's Right for You"

7. Do you think teenagers need help now more than ever?
8. Do you, in the program, discourage sexual activity?
9. What kind of educational program is given to these teenagers who come to Planned Parenthood?

. . . . FILM

10. Is there any restriction on the age who may come for information?
11. What are the consequences of a child mother or father, perhaps they can afford the expense of having a child?

Thank you, Mrs. Roberts

. . . . FILM

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### EDUCATIONAL TV

ITV ( Instructional Television) has been used in many countries since the early 1960s. In India, courses for credit for students unable to attend classes have been established. Television used with texts and one teacher is offered to groups assembled in Mexican towns that have no secondary schools. In Thailand, Rahanhaung University offers a complete college curriculum on TV. Other countries have sophisticated ITV programs geared to all levels of learning.\* Population education could well be in the TV curriculum.

Public broadcasting systems in the United States, Canada, and elsewhere provide a broad range of educational and information programs plus good theater films, the arts and more--without commercial announcements. Some of these stations offer courses for credit.

### DRAMATIC PROGRAMS

#### Soap Operas

These are the mainstay of daytime drama on TV in many countries. Minor characters are moved in and out of plots but the troubled lives of the primary characters are the glue that holds the stories together over the years. The impact the messages in the "soaps" have on viewing audiences--including children--is formidable. You can influence these messages by submitting suggestions for story lines to the producers and writers of the "soaps," for instance, the negative effects of an unwanted pregnancy, a teenager experimenting with sex, a couple deciding whether they can afford a second child, a husband deciding to have a vasectomy, teenage marriage, and too many children.

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\*See Wilbur Schramm, Big Media, Little Media (Stanford: Stanford University Press, 1977), p. 26.

The list is endless. Watching and hearing a subject discussed on television makes discussion of that subject socially acceptable.

### Situation Comedies

The stars, a supporting cast of characters, and their environment are the format of the situation comedy. The conflicts that generate the plots--each complete in its half-hour segment--are authority and sex. In the United States, the Population Institute has established an effective liaison with TV producers and has influenced a number of situation comedy plots. Recently, because of this influence, a key character and father of one in the comedy, "All in the Family," decided to have a vasectomy, and another program, "Maude," dealt with an unexpected pregnancy in an older woman.

A program called "Mary Hartman, Mary Hartman," produced in the United States but now being aired around the world, is half situation comedy, half soap opera and deals with all aspects of sex--premarital, teenage, promiscuity, illegitimacy, etc.--frankly, openly and with satirical humor. It is shown late at night during "adult" viewing time.

In Taiwan, the Family Planning Association sponsored, during prime evening time, a family living comedy into which population, family size, family planning and vasectomy were artfully interwoven. The program played weekly to an enthusiastic audience until the Association could no longer afford to pay for the time.

A soap opera series that ran successfully in the Philippines has recently been purchased by independent producers in Indonesia and adapted for the Indonesian audience. If you are aware of what is being shown successfully in other countries, you can obtain such programs and adapt them for use in your country--either by dubbing in a new sound track or by re-working the plot and finding a producer who will underwrite the cost of producing it, using local actors, in local costumes, speaking local dialects.

### FOLK DRAMA

The search for innovative approaches in communicating family planning in the Philippines has led to experimentation in the use of local folk media for presentation via television, either live or videotaped.

In India, adaptation of folk media to television has been done successfully. Refer to the unit in the module on traditional media for suggestions for programs, almost all of which have the color, drama, suspense and humor to make them natural adaptations for television.



## CHILDREN'S PROGRAMS

Children are television's most impressionable audience, and children's programming offers excellent opportunities for introducing all aspects of population, family planning, and sex education at a level children can understand. Since the child has no standards for judgment and evaluation, they must be developed. Children's programs must be in good taste to mold children's minds, morals, and sensibilities. Children will respond in a positive manner to programs of intellectual and emotional stimulation on a high level if they are well done and contain suspense and action.

The success of "Sesame Street," the U.S.-based children's program designed to educate and entertain, has spread around the world. Involvement of the "Cookie Monster" and "Big Bird" in the introduction to a simple understanding of population and family size can start children thinking early.

Children's classics are often overlooked as source material for children's programs. A fairy tale or a nursery rhyme can be developed past the point of its original conclusion. An example is the nursery rhyme about the Old Woman Who Lived in a Shoe:

"There was an old woman who lived in a shoe.

She had so many children she didn't know what to do.

She gave them some broth without any bread.

She whipped them all soundly and put them to bed."

Can you write a new "family planning" ending? Are there similar rhymes in your country?

Cartoons are the mainstay in children's and teenage programming. Depending on the age of the audience, cartoons that use cartoon characters with which the children are familiar can effectively present messages geared to that age level. Who develops the cartoons used on your stations? Will they listen to your suggestions? Develop an idea and take it to them.

## SPECIAL FEATURES

A special feature is a long or short broadcast of a public service nature, but always of interest to a broad segment of the listening audience. Possible topics include "The Relationship of Food to Population" or a behind the scenes look at how a program works (for instance, a clinic). The range of subjects can be endless.

Special features are aired as part of a regular newscast, as a unit in the day's programming, or as a segment of a magazine or variety program. There are several ways to handle a special feature.

You can develop the concept, the rationale and perhaps the outline and visual possibilities, invite the TV personnel in to do it, or write an actual script and provide the station with all the material. This script may show a problem and present a solution or concentrate on the human interest aspect of a problem.

## DOCUMENTARIES

A documentary explores the past and the present and predicts the future. It is a dramatic representation of reality. The documentary can fictionalize a true situation or can be based solely on factual material. People, places, events, and ideas are the stuff a documentary is made of:

- A biography of Margaret Sanger, founder of the birth control movement
- A "post-Bucharest" World Population Conference documentary including population projections for the future

Where can you find material for documentaries? An example of a family planning program made into a documentary is the story of the Korean Mothers' Clubs. In 1968 the Korean government authorized the transformation of traditional village women's groups into official Family Planning Mothers' Clubs. By the end of 1968 over 12,000 Mothers' Clubs had been organized under the guidance of the Planned Parenthood Federation of Korea and by April 1973 there were almost 23,000. The story of the phenomenal expansion of these groups in rural areas of Korea and their effect on family size, women's involvement in village affairs, and the economy was a natural subject for a documentary. The story was filmed and the filmed version was adapted to television.

A good documentary can be used as the basis for some dramatic programming.

One such, "1985!" was a fictionalized newscast as might happen in that year, was produced as a public affairs effort to dramatically underscore to an apathetic nation the deadly seriousness of the problems of population, pollution, and devastation of the environment.

Produced by Metromedia, Inc., a television group, it was designed for two hours of prime time programming followed by an in-depth examination at the local level of the problems raised, including phone call-ins to foremost civic leaders and ecology experts. Such a program, ambitious though it sounds, may not be outside the realm of possibility if you can sell the idea to a producer.

#### SOMETHING TO DO

Brainstorm the development of a dramatic documentary.

What groups might be involved?

What would be the focus?

Who could help you implement it?

#### MAGAZINE PROGRAMS

These are "mixed" programs, with segments devoted to news, homemaking, interviews with interesting people, weather reports, and special features. Some are patterned section by section after a real magazine, with the "editor" as host introducing the various topics and personalities.

Watch the programs to get a feel for the focus, then contact the producers, offer suggestions, ideas, people to interview. An entire "magazine" format might be devoted to the subject of population and family planning.

Daytime TV includes magazine programs aimed particularly at women. Subjects of interest to women range from cooking lessons (combining nutrition and family health) to subjects of sociological interest such as juvenile problems, baby and childcare, and personal health.

Locally produced shows feature community news, fashions, personalities, social and civic events, and school news. A whole show could be built around one theme, such as family planning, with everything--interviews, events, nutrition, health, etc.--interrelated. In this type of program you would act as the resource in organization of the script, working with the program writer who will fill in introductory, filler, and closing material.

Or, you can prepare a long list of possible topics, people, fillers, to present to the producer.

#### SOMETHING TO DO

Using the space on the following page, list five ways to introduce family planning into a woman's program.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## SPECIAL FOCUS PROGRAMS

You can exert an influence on special focus programs. On farm programs, family planning can be equated to the planning that farmers know is necessary to produce their crops. Religious programs can emphasize that people's stewardship of the world includes population restraints so there will be food for all. The message "you are your brother's keeper" means concern for people the world over. Business news can include discussion of the strain of overpopulation on the world's resources.

## FILMS

Almost every country has developed or has access to family planning and population films. Station programmers like them; they are easy and inexpensive to run. Let TV stations know that they are available. Sometimes the length of a film is such that a live panel of reactors can be scheduled to follow.

### SOMETHING TO DO

We have now discussed a large number of television program formats and some ideas for using them to support your program. On the following pages is the printed television viewer's guide for a full day of television in a major metropolitan city in the United States. Look at the listings carefully and (even without watching the programs) identify five places where you might be able to place a segment or an individual or an idea dealing with your program. Gather into groups and discuss your choices and the ideas you had for suggestion.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

# THURSDAY, MARCH 17

## Morning

- 6:10 (2,7) News  
 6:20 (5) News  
 6:26 (5) Friends  
 6:30 (2) Sunrise Semester  
 (4) 4-H in the City  
 (5) Withit  
 (7) Listen and Learn  
 (11) The Little Rascals  
 7:00 (2) CBS Morning News  
 (4) Today  
 (5) Quick Draw McGraw  
 (7) Good Morning America  
 (11) Popeye  
 7:05 (13) Yoga for Health (R)  
 7:30 (5) The Flintstones  
 (9) News  
 (11) Heckel and Jeckel  
 (13) The MacNeil/Lehrer Report (R)  
 8:00 (2) Captain Kangaroo  
 (5) Bugs Bunny  
 (9) Medix: "The Great American Waist"  
 (11) Mighty Mouse  
 (13) Western Civilization (R)  
 8:30 (5) The Monkees  
 (9) The Joe Franklin Show (R)  
 (11) Magilla Gorilla  
 (13) The Real World of Insects  
 8:45 (13) Vegetable Soup (R)  
 9:00 (2) To Tell the Truth  
 (4) Not for Women Only: "Living the Discount Life"  
 (5) The Brady Bunch  
 (7) AM New York  
 (11) The Munsters  
 (13) Sesame Street  
 9:30 (2) With Jeanne Parr  
 (4) Concentration  
 (5) Partridge Family  
 (9) Formby's Antique Workshop  
 (11) I Dream of Jeannie  
 10:00 (2) Double Dare  
 (4) Sanford and Son (R)  
 (5) Andy Griffith  
 (7) Movie: "Anything Can Happen" (Part II). (1952). Jose Ferrer, Kim Hunter, Kurt Kasznar, Eugene Leonovich. Russian emigres in America. Rambling, sentimental comedy, with a languid Ferrer (1½ hrs.)  
 (9) Romper Room  
 (11) Get Smart  
 (13) Assignment: The World  
 10:15 (13) Safe and Sound (R)  
 10:30 (2) The Price Is Right  
 (4) Hollywood Squares  
 (5) I Love Lucy  
 (11) Abbott and Costello  
 (13) Search for Science (R)  
 10:45 (13) Cover to Cover II (R)  
 11:00 (4) Wheel of Fortune  
 (5) MOVIE: "Wells Fargo" (1937). Joel McCrea, Frances Dee, Lloyd Nolan, Bob Burns. Size, color and sweep galore. Bit too crammed for unity and depth. But a real eye-fel  
 (2 hrs.)  
 (9) Straight Talk  
 (11) Good Day!  
 (13) Community of Living Things (R)  
 11:20 (13) Calling Captain Consumer (R)  
 11:30 (2) Love of Life  
 (4) Shoot for the Stars  
 (7) Happy Days (R)  
 (11) The 700 Club  
 11:40 (13) Basic Earth Science (R)  
 11:55 (2) News: Douglas Edwards

## Afternoon

- 12:00 (2) The Young and Restless  
 (4) Name That Tune  
 (7) Second Chance  
 (9) News  
 (11) ST. PATRICK'S DAY PARADE: Jack McCarthy, commentator. Live coverage from Fifth Avenue  
 (13) Ourstory (R)  
 (31) The Electric Company  
 12:30 (2) Search for Tomorrow  
 (4) Lovers and Friends  
 (7) Ryan's Hope  
 (9) Joe Franklin Show  
 (13) The Electric Company  
 (31) Villa Alegre  
 1:00 (2) The Tattletales  
 (5) Middy!  
 (9) The Gong Show  
 (7) All My Children  
 (13) All About You (R)  
 (31) Sesame Street  
 1:15 (13) Cover to Cover I (R)  
 1:30 (2) As the World Turns  
 (4) Days of Our Lives  
 (7) Family Feud  
 (9) Topper  
 (13) Real World of Insects (R)  
 1:45 (13) Whatcha Gonna Do? (R)  
 2:00 (7) The \$20,000 Pyramid  
 (9) Take Kerr  
 (13) Assignment: The World (R)  
 (31) Mister Rogers  
 2:05 (9) Movie: "Sealed Cargo" (1951). Dana Andrews, Claude Rains. Grand Banks fishermen vs. Nazis. Familiar format but some good suspense and atmosphere (2 hrs.)  
 2:15 (13) 1977 (R)  
 2:25 (5) News  
 2:30 (2) The Guiding Light  
 (4) The Doctors  
 (5) Mayberry RFD  
 (7) One Life to Live  
 (13) Man and the State (R)  
 (31) Documentary Showcase (R)  
 3:00 (2) All in the Family (R)  
 (4) Another World  
 (5) Porky, Huck and Yogi  
 (13) Classic Theater Preview: Professor William Appleton of Columbia University, guest (R)  
 3:15 (7) General Hospital  
 3:30 (2) Match Game '77  
 (5) Bugs Bunny  
 (13) The Romantic Rebellion: "Goya" (R)  
 (31) Masterpiece Theater (R)  
 4:00 (2) Dinah!  
 (4) Marcus Welby, M.D. (R)  
 (5) Mickey Mouse  
 (7) The Edge of Night  
 (9) MOVIE: "The Informer" (1935). Victor McLaglen, Preston Foster, Heather Angel, Margot Grahame. The wonderful old Irish Rebellion drama, McLaglen's Oscar-winning performance (2 hrs.)  
 (13) Villa Alegre (R)  
 4:30 (5) The Archies  
 (7) Movie: "Man in the Wilderness" (Part I) (1971). Richard Harris, John Huston. Graphic, picturesque, pointless (1½ hrs.)  
 (31) Americana  
 4:35 (13) Sesame Street (R)  
 5:00 (2) Mike Douglas Show  
 (4) News: Two Hours  
 (5) The Flintstones  
 (11) Mighty Mouse  
 (31) Getting On (Captioned) (R)  
 5:30 (5) The Partridge Family  
 (11) The Munsters  
 (31) The Electric Company

5:45 (13) Mister Rogers (R)

## Evening

- 6:00 (2,7,41) News  
 (5) Brady Bunch  
 (9) Daniel Boone  
 (11) Emergency One  
 (21,50) Zoom (Captioned) (R)  
 (25) Mister Rogers  
 (31) Once Upon a Classic (R)  
 (68) Pass It On  
 6:20 (13) The Electric Company (R)  
 6:30 (2) News  
 (5) I Love Lucy  
 (11) The Honeymooners  
 (21) The Executive's Round Table  
 (25) The Electric Company  
 (31) Agronsky at Large  
 (47) La Indomable  
 (50) Options in Education  
 (68) Greek Program  
 6:55 (13) Monty Python's Flying Circus III (R)  
 7:00 (2) News: Walter Cronkite  
 (4) News: John Chancellor, David Brinkley  
 (5) My Three Sons  
 (7) News: Harry Reasoner, Barbara Walters  
 (9) Bowling for Dollars  
 (11) The Odd Couple  
 (21) Play Bridge with the Experts (R)  
 (25) Zoom  
 (31) Brooklyn College Presents  
 (41) Manana Sera Otro Dia  
 (50) MacNeil/Lehrer Report  
 (68) Wall Street Perspective  
 7:30 (2) OA WOMAN IS: Bess Myerson, host. "The Forties: A Crossroad"  
 (4) Last of the Wild: "Off-Shore Disaster"  
 (5) Adam-12  
 (7) Hollywood Squares  
 (9) The Joker's Wild  
 (11) The Lucy Show  
 (13) THE MACNEIL/LEHRER REPORT  
 (21) Long Island Newsmagazine  
 (25) Humanizing Education  
 (31) News of New York  
 (41) Super Show Goya  
 (47) Tres Patines  
 (50) New Jersey News  
 7:57 (50) Lottery Pick-it Drawing  
 8:00 (2) THE WALTONS  
 (4) BASKETBALL: NCAA Regional Semi-Final  
 (5) The Crosswits  
 (7) Welcome Back, Kotter  
 (9) Movie: "Knut Rockne—All American" (1940). Ronald Reagan, Pat O'Brien, Gale Page. Rah-rah reverence. Or razzberries. You decide (1½ hrs.)  
 (11) TEN WHO DARED: "Roald Amundsen"  
 (13) MASTERPIECE THEATER: "Upstairs, Downstairs" (Episode IX) (R)  
 (21) Consumer Survival Kit (R)  
 (25) Black Perspective on the News  
 (31) The Real Irish  
 (47) Noche De Gala  
 (50) St. Patrick's Day Parade (Highlights)  
 (68) Paid Subscription TV  
 8:30 (5) Merv Griffin Show  
 (7) BOXING DOUBLE-HEADER: Heavyweight match—George Foreman vs. Jimmy Young; Also, the World Junior Lightweight Championship—Alfred Escalera vs. Ronnie McGarvey (15 rounds)  
 (21) Documentary Showcase  
 (25) The Way It Was  
 (41) La Hora De Carmita  
 9:00 (2) Hawaii Five-O: Mel Ferrer, Pat Hingle, guests  
 (11) Music Hall America: The Statler Brothers, hosts. Ronnie Dove, Brenda Lee, Earl Scruggs Revue, Lonnie Shorr, Billy Swan, Three of a Kind, guests  
 (13) THE GLORY OF THEIR TIMES: Alexander Scourby, narrator. A recreation of baseball as it was played in the first two decades of the twentieth century  
 (25) The Pallisers  
 (47) Mariana de La Noche  
 9:30 (7) BASKETBALL: Knicks vs. Denver Nuggets  
 (21) Great Performances  
 (41) Lo Imperdonable  
 10:00 (2) Barnaby Jones  
 (4) BEST SELLERS: "The Rhinemann Exchange" (Part II)  
 (5,11,41) News  
 (13) THE ANDERSON-VILLE TRIAL: William Shatner, Richard Basehart, Jack Cassidy, Cameron Mitchell. The trial of a Confederate officer charged with the death of thousands of Union soldiers (R)  
 (31) Chip Orten's "31 Club"  
 (47) Un Extrano En Nuestras Vidas  
 (50) New Jersey News  
 10:30 (21) Long Island Newsmagazine  
 (31) News of New York  
 (47) News  
 (50) SHEPHERD'S PIE  
 11:00 (2,4,7) News  
 (5) Mary Hartman, Mary Hartman  
 (11) The Odd Couple  
 (21) Lilies, Yoga and You (R)  
 (41) Cinema 41  
 (47) El Show de Tommy  
 11:30 (2) Kojak (R)  
 (4) The Tonight Show  
 (5) Love, American Style  
 (7) THURSDAY NIGHT SPECIAL: "David Hartman... Gamblers: Winners & Losers"  
 (11) St. Patrick's Day Parade: Highlights of the afternoon's event (R)  
 11:45 (9) Ironside  
 12:00 (47) Su Futuro Es El Presente  
 12:30 (2) TV Movie: "Killozer." Clint Walker, Carl Betz. Bulldozer seems bent on destroying a construction crew (1 hr. 50 mins.) (R)  
 (5) Movie: "Dallas" (1950). Gary Cooper, Ruth Roman, Steve Cochran, Raymond Massey. Texas. Familiar but dynamic (2 hrs.)  
 12:35 (13) Captioned ABC News  
 12:45 (9) Movie: "Double Dynamite" (1951). Frank Sinatra, Jane Russell, Groucho Marx. Fairly original idea but mild results (1 hrs.)  
 1:00 (4) Tomorrow  
 (7) MOVIE: "The Best of Enemies" (1962). David Niven, Alberto Sordi. Winning, gently ironic war comedy (2½ hrs.)  
 1:30 (11) News  
 2:00 (4) Movie: "The Seven Little Foys" (1955). Bob Hope, Milly Vitale. Quite disarming stage dummies do it in (1 hr. 50 mins.)  
 2:20 (2) Movie: "Parnell" (1937). Clark Gable, Myrna Loy. One of their worst mistakes (2 hrs. 20 mins.)  
 2:30 (5) The Saint  
 (9) News  
 3:15 (7) News

## TV SPOT ANNOUNCEMENTS

A TV spot announcement is a filmed or taped promotional message--usually 60, 30, 20 or 10 seconds long--inserted at intervals in and around other TV programming. Spots can be used to create awareness, increase acceptors, motivate, instruct, reinforce, validate--whatever you design them to do.

The techniques described by Richard Manoff listed in the unit on radio also apply to television. Manoff's final commandment--spots should be tested--needs underscoring. He says: "We are dealing with an important project and dare not be casual and careless about its execution." Often, messages are chosen almost by accident. (Whether the producers of the message like it or not is irrelevant.) "The only people eligible to make that decision are members of the target audience and it is with them that the message must be tested according to well-established research procedures."

### Two Case Studies

Manoff's comment on testing is illustrated in two case studies which document two advertising campaigns undertaken in the United States. The first\* is a project undertaken by Planned Parenthood/World Population to develop, for the first time, client recruitment spots to be used across the country. Buffalo, New York, where the announcements were developed, also was used as a pretest and evaluation site. Follow-up evaluation showed that the campaign was extremely successful in increasing client load.

Key to the effort was agreement by the Advertising Council (U.S.) to list Planned Parenthood in its TV/Radio Bulletin (the networks air public service spots only from organizations so listed), and Planned Parenthood launched a concentrated effort to recruit clients, using TV spots.

The first job was to line up some 40 clients willing to tell a camera about their birth control experiences. The majority, randomly chosen from clinics in session at the time of the filming, were representative in terms of age, and ethnic, educational, and economic backgrounds.

A small talent fee was offered to the women interviewed, though some were reluctant to accept it.

The original plan was to produce one set of spots based on the traditional testimonial: Satisfied clients tell why they use birth control and what it means to

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\* From a report by Jean Hutchinson in Family Planning Perspectives. (March, 1970)



them. It was hoped that considerable information could be included at the same time: Birth control is safe and effective; care is medical and professional; many contraceptive choices; inexpensive; a friendly, convenient place. All these areas and more were covered by clients in the spots.

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EXAMPLE: SERVICE SPOTS

1. "Patients" (1968). Actual patients describe in their own words the benefits they have gained from family planning.



First Woman:

I have two children, aged three and four. They're eleven and a half months apart, and it was rough in the beginning, and I love children--I would like to have a couple more--but I can't see having them on top of each other.

Second Woman:

We didn't want to have children right away because we didn't feel we were financially able to, and Planned Parenthood helped us.

Third Woman:

Well, I feel that the birth control methods are very effective.

Fourth Woman:

And really they're not expensive, because they go according to your husband's paycheck.

Fifth Woman:

You have a very thorough examination.

Sixth Woman:

There's no reason to be afraid at all, 'cause there's nothing to it.

Seventh Woman:

I think every young bride should go.

Eighth Woman:

In my case, I was able to return to college after having had two children--not actually return, but start from scratch as a freshman. And four and a half years later, I was very proud to receive my bachelor's degree.

Narrator:

Do you want birth control help? Call Planned Parenthood.

A second spot was devised when the alert film producer overheard the switchboard operator giving information to a caller. As the operator answered the questions, he could see the service she described visualized: "Of course you'll see the doctor." The spot graphically portrays what a family planning clinic and staff look like.

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"Receptionist." A PP Center receptionist sets up an an appointment with a patient by telephone. Meanwhile, the viewer sees exactly what the patient may expect when coming to Planned Parenthood.



Receptionist:

Good morning, Planned Parenthood. Yes, this is the birth control agency . . . will this be your first visit? Would you like a morning or evening appointment? Will this Wednesday at nine be convenient? Yes, just tell the lady at the front desk your name. Yes, you can bring your children. No, you shouldn't have to wait too long.

First, you'll be interviewed by a member of our staff . . . what method? That will be up to you and the doctor . . . yes, of course you'll see the doctor. The cost depends upon family income . . . yes, our records are confidential. Yes, this Wednesday morning at nine. . . .

Narrator:

Do you want birth control help? Call Planned Parenthood.

\*\*\*\*\*

Both spots conveyed considerable information about a family planning clinic. The testimonial spot was considered by the producers to be more "motivational"; the telephone operator spot more strictly informational, showing viewers what a family planning clinic was like.

The spots were produced in 20 and 60 second versions. Each set carried a different phone number to call for information so that the pulling power of the spots could be measured. Local stations ran the spots frequently on a rotating basis for two months at times when audiences of young women were largest. Stations kept a log specifying which spot was run at what time and records of all calls they received.

Spots ran for three months, and a system of tabulating incoming calls was set up. Most callers wanted information about birth control methods, abortion, infertility, menopause, sterilization, premarital problems or the names of reputable obstetricians and gynecologists. Though the spots had not mentioned most of these services, the fact was conveyed that the clinic was a reliable resource for information. Many wanted specific information about the center and its services.

More than two-thirds of new patients reported that they had seen one of the spots on TV one or more times. One-fourth of all new patients during this period reported that they came to Planned Parenthood directly as a result of having seen one of the spots.

A limited analysis of 23 affiliates who used the spots during the test period indicates a significant impact on patient recruitment.

Cost for production of the two spots was less than \$20,000 (U.S., 1969). The spots were produced centrally and distributed to affiliates.

In Buffalo spots were carried 113 times in the two-month test period. The informational operator spot got the best response with 303 directly recorded calls against 87 for the testimonial spot. More definite appointments were attributable to the informational spot.

A weakness in the testimonial spot may have been that it did not immediately identify itself. The viewer must wait until the end to find out who the "sponsor" is. People are geared mentally to tune out commercials that do not grab them in the first few seconds. The other spot, however, opens by telling the viewer that it is Planned Parenthood and explains what that is: "Good morning . . . Planned Parenthood. Yes, this is the birth control agency."

The real strength of the informational spot was that it provided a realistic view of a family planning center. It looked clean, friendly, normal, and rather like a nice doctor's office. It was filled with average, pleasant looking people. It showed what a client might expect at a Planned Parenthood clinic.

Pretesting. Before airing, the spots were shown to groups of old, new, and potential clients who were asked to fill out questionnaires before and after seeing them. The informational spot was chosen by the majority. The pre-screening questionnaire asked what clients wanted to know before coming and why they had come. Their answers gave insights into needs and fears and areas of ignorance. The need for emphasis on the personalized, friendly, and informative aspects of the clinic service was apparent. Questionnaires were analyzed. Spots were edited and sometimes changed based on the findings. This process, cumbersome and imprecise as it may have been, was a key to the different conclusions drawn in a major study by Udry, Clark, Chase and Levy at the University of

North Carolina.\* The Udry Study details a mass media experiment undertaken by the staff of the Family Planning Evaluation Project in the Department of Maternal and Child Health at the University of North Carolina. The project was a six-month, \$300,000 multimedia campaign in four U.S. cities to analyze whether, to what extent and at what cost television, radio, newspaper, and magazine advertising (used together) could increase effective contraceptive use.

One of the campaign ads portrays a stork surprising a young couple "necking" on a park bench and asking: "You called?"



"You called!"

The stork never delivers a lot.  
Every year he delivers about a million babies  
which are never wanted to have.

So there are many ways to prevent unwanted pregnancy.  
Birth, Safe, Reasonable, Effective, and Safe. You decide.  
Or call one of the local family planning clinics  
listed below for information or an appointment.  
Contact you really want a baby, don't get pregnant.

**Stop the stork.  
Call us.**

Albany, N.Y. 518-497-0710  
Family Planning Service

Columbus, Ohio 224-4950  
Planned Parenthood of Columbus, Ohio, Inc.

Jackson, Mississippi 223-5454  
University of Mississippi Medical Center  
(Picture phone, central city Jackson area phone  
1-800-222-7886 toll free)

Memphis, Tenn. 528-8411  
Memphis and Shelby County Health Dept.  
and Planned Parenthood of Memphis

The stork ads were addressed primarily to the unmarried and to parents who had all the children they wanted. They featured determined storks delivering unwanted bundles of babies to unwilling parents. In one animated TV spot a woman shrieks: "I just had a baby! Go away!" Another cries, "EEK! I don't want a baby now--no! no! no!" These were considered the more hardhitting ads. Their slogan was: "Stop the stork. Unless you really want to have a baby--don't get pregnant."

Another set of ads was directed toward married couples who wanted children (or more children) but not right away. The theme of this set was: "Family planning--for couples who want children . . . later."

All the messages were designed to remind couples that there are a variety of effective, simple methods which can be used to prevent unwanted pregnancy,

\* "Can Mass Media Advertising Increase Contraceptive Use?" (Family Planning Perspectives, July 1972.)

and that these methods are available through local family planning clinics, private doctors, and drugstores. Viewers, listeners or readers were invited to call a special telephone number for a family planning clinic appointment or for more information about birth control.

It is estimated that in the four cities almost all women of child bearing age were reached with ad messages three or more times each week during the six month campaign period. It seems clear, therefore, that a family planning advertising campaign--at any level of saturation--is acceptable to local media (the electronic more than the print) and can be conducted without community upheaval. Despite such findings, as late as 1977, there seems no break in the U.S. government ban against TV and radio advertising of contraceptives.

Udry and his colleagues found that family planning recruitment in the campaign cities did not conclusively increase more than in non-campaign cities. They also suggested that new patients in the campaign cities were people who would have come to the clinic in the near future without advertising. The researchers felt that the cost for media time and space per-patient-recruited was higher than the cost of traditional outreach methods. They concluded:

It seems to us, that at least as far as short-term general large-scale behavioral effects are concerned, a mass media campaign is not effective in increasing a clinic attendance or in increasing nonclinic sale of contraceptives.

The research group acknowledged that different ads could have produced more positive results. This is the point on which the study has been most seriously challenged. Richard Manoff points out that little concern was given to message development and, most importantly, that messages were not pretested. Responds Manoff: "Mass media do not fail. Only messages do. The media cannot be blamed for the ineffectiveness of their messages. When better messages are designed by more professional communicators, the media will deliver them as usual. And the public, as in other mass media efforts, will respond in expected ways. "\*

Pretesting is indispensable, according to Manoff. If mass media messages are misinterpreted by the public or not understood, time, talent, and considerable money are wasted. It is important to see that your message hits the airways right. Trying out the spots on a sample audience similar to the target audience is relatively simple and cost effective. A simple questionnaire and some discussion will give you the kind of feedback you need to correct any flaws

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\* From "You Can Hardly Tell a Book By Its Title Anymore" in IEC Newsletter, no. 18, East-West Communication Institute, 1974, p. 8.

in the spot announcement before it is televised to a mass audience. If the spot is to have extensive coverage, a run in a test city may be worth the expense.\*

### Writing Spot Announcements

Reread the material on "spots" in the radio section. These appeals, and these restrictions, apply to television as well. If you are developing a full TV campaign, you will be wise to seek available professional expertise to the extent your budget will allow. Advertising agencies and television producers have the technology, the camera know how, the capacity to use animation, and the professional ability to use each word to its ultimate value--and are worth what they cost. These skills cannot be learned quickly.

In developing each spot or series of spots, you will begin by clearly identifying your purpose: to create awareness, to change attitudes or influence public opinion, to motivate potential clients, to instruct, to legitimize, or to appeal for money.

Advertising agencies, in developing material, use group discussion techniques--and so should you. Gather together several people who may bring different insights to a discussion and "brainstorm" for fresh ideas.

The actual copy for a TV spot is very much like a radio spot. The important difference is that in the TV spot the copy must support and enhance the visuals. Radio and Television Spot Announcements for Family Planning, mentioned earlier, offers these guidelines:

1. Radio and television writing is abrupt. Very. Short, conversational phrases or sentences. No tongue twisting word combinations. There is seldom room for flowery writing. The good radio or television writer makes two words do the job of twenty. Don't worry about proper sentence structure. Concern yourself with how the words sound. Read them aloud. Do they speak easily? If not, change them. If you are writing conversation, does it sound like real people talking? Ask a colleague to read your script with you or to you. Listen to it. Phrases and sentences often sound different than they look.
2. Involve your viewer. Ask questions. Give him a character with whom to identify, a sound or sight to remember, music to enjoy, information he wants.
3. Aim for something memorable. What do you want the listener to remember?

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\* For ideas on how to do pretesting, see Iqbal Qureshi and D. Lawrence Kincaid Pretesting Communication for Family Planning Programs, A Professional Development Module. (Honolulu: East-West Communication Institute, 1977.)



4. Remember the impact of the picture. Viewers may lose the words they hear while they focus on the picture. Be sure your pictures reinforce your words and do not conflict with their impact.
5. Take advantage of the intimacy of television. A person who speaks to a TV audience comes across as a friend if his manner is friendly and warm.
6. Keep one specific viewer in mind when you write. Write for him or her.
7. Ask yourself: What do I want to accomplish? Change an attitude? Convey information? Influence behavior? Set a goal for each spot at a realistic level. No one spot will solve everything for everybody.
8. Be practical and clear. Use appropriate language, the simpler the better. Your goal is to convey your message, not show off your vocabulary. Keep your writing crisp, clean and clear.
9. Make use of the unexpected as an attention-getting device. Silence where noise is expected; emptiness where crowding is expected.

The purpose of a spot announcement is to capture the viewer's interest and urge him/her to some action. It must be entertaining--to hold the viewers' attention and keep them from changing channels or mentally tuning out; creative--in giving new information or reinforcing knowledge in new and palatable ways; simple--states the message clearly and simply and repeats it if possible; and believable--honest and factual.

#### Production Categories

1. Live--filmed with the speaker or talent in view and being heard.
2. Voice Over--live but using a narrator while the visual includes pictures, slides, charts, etc. Easier to produce.
3. Animation--cartoons or drawings made to move in life-like fashion. These are effective but require a special production technique.

Visual symbols or logos which identify your program--the Red Triangle of India, Ghana, and other countries; the Jamaican CIRCLE with four fingers; the Pakistani Green Square; your symbol with a voice-over--are effective as part of an awareness campaign.

Many stations will accept slides--one or two accompanied by a five-, ten-, or 20-second script. There is not much you can say in that time so one or two



slides with a single message and perhaps a phone or address will be all that is possible.

For example:

Jamaica - "Plan your family/Better your life!"

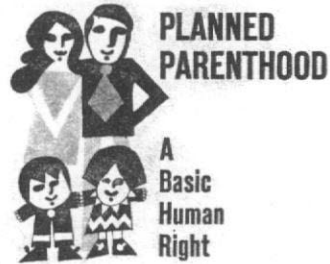
India - "Before you have another child--THINK"  
"Stop at TWO!"

Taiwan - "Girls are nice, too!"

Ghana - "Family Planning; Better Life"



"Baby." This color slide shows a baby with the legend: "Planned Parenthood . . . For the Children of Tomorrow."



"Cartoon." Adapted from the 1968 animated TV spot, the slide shows a family of four with the legend: "Planned Parenthood . . . A Basic Human Right."

#### SOMETHING TO DO

##### Basing Spots on Obstacles

Listed in the Appendix II are Bogue's "25 Obstacles to Family Planning." Spot announcements to deal with some of the problems are reproduced on the following pages. Can you identify the obstacle each spot is addressed to?

A.

**VIDEO**

Map of Nepal, with silhouette of man in center. Animated growth of number of people until they overcrowd the map.

Pan mountain scenery

MS the king addressing the house of representatives

Reaction shots of the house

CU the king

**AUDIO**

Announcer:

The population problem in Nepal is severe. A population of twelve million is growing at a rate of two and a half percent every year, doubling the population every 29 years.

Most of Nepal's land is too mountainous for farming. Ninety-five percent of Nepal's population relies on only 13 percent of the land for agricultural support. Already, the population density in these areas is more than one thousand people per square mile.

H.M. the King:

The population growth of Nepal must not outstrip our economic resources. My government officially endorses family planning as a means of maintaining the delicate balance between people and resources. I urge both the leaders and the people of Nepal to support our family planning council.

Obstacle: \_\_\_\_\_

B.

**VIDEO**

Open on long shot of a chief walking his wife to a local family planning clinic. Zoom in: they are both smiling. They walk through the door which closes behind them. The camera holds for a second on the wording on the door.

Cut to business tycoon with his wife on their way to the family planning clinic. Similar action.

Cut to three women coming out of the family planning clinic. They are smiling and chatting.

**AUDIO**

1. Music: soft

2. Music: fades

3. Announcer: Family planning is socially acceptable. Decent people, chiefs, and other prominent citizens, poor and rich—all practice family planning. They all practice family planning as a way of life essential for their well-being.

Family Planning may be good for you also. Think about it—talk about it—ask about it. If you want any help, contact any hospital in the country.

Obstacle: \_\_\_\_\_

C. C.U. smiling, attractive woman

Pull back to reveal that she is seated at a desk. Next to her is line drawing of uterus with IUD in it.

She traces the outline of uterus with her finger

Zoom into C.U. of woman

Woman: A simple explanation about a small, simple gadget.

The Intrauterine Contraceptive Device, or the IUCD, the IUD.

There is only one opening into, or out of the uterus.

An IUD is inserted, through this opening, by a doctor. It can be removed through this opening and only through this opening. There is no place else it can go.

See the doctor at your family planning clinic for more information about how you can control the size of your family with the use of an IUD. It's simple. And it's safe.

Obstacle: \_\_\_\_\_

Answers: A. III, B. VIII, C. IV.

### Spot Formats

There are several formats for spot announcements. Any single message can be a combination of one or more of these:

- Straight sell--a clear, simple statement usually emphasizing something special that makes the "product" important or different. Ad men say "the product is Hero."
- Educational--using logical appeals and rational reasons. This approach is often used to gain goodwill or prestige for an institution or agency. We call this latter kind of spot institutional.
- Testimonial--using someone with whom the viewer can identify to help him accept the existence of a common problem and more readily accept the solution. (Two kinds of testimonials--the celebrity or the "common man or woman like me" invite different approaches. Sometimes the star or host of the show steps out of character and makes the pitch.)
- Dramatization--a good vehicle for involving the audience emotionally in working out problems and seeking solutions. Sometimes "a slice of life"--telling it just how it is.

- Humor or the "Light Touch"---powerful and effective if used well. Not easy to be funny on cue.
- Animation Cartoon
- Musical---a catchy tune, a jingle identified with your program that stays in the mind.

#### SOMETHING TO DO

We have provided the following examples of TV spots. Review these carefully, and make notes about how they might be improved and adapted to your own use.

##### Examples

Straight Sell: The "product" improves the quality of life. Helps solve problems. Is good for you.

##### 60-Second Spot

##### "CONTRACEPTION/FAMILY PLANNING"

SCENE 1: Patient and Physician in physician's office

Physician: What have you been using 'til now for contraception?

Patient: Rhythm method, and we've used condoms.

Physician: So you want to know about the IUD then. Is that the method you think might be best for you?

Patient: You know, I'm a little leary--but I would like to try one.

Physician: The IUD is put in under local anesthetic and then we check it in six months to see that everything is okay, and sometimes we like to change them every couple of years.

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SCENE 2:	Family planning clinic-mother and counselor
Mother:	When Bryson is a year and a half old I hope to put him in a nursery and then go back to school and then start a career of my own. I feel very secure with the pill. We plan on the next one when he is about six years old. In that period of my life I'll be ready to become a mother. Family planning is one advantage that we have now and anyone who doesn't take advantage of it would be almost silly.
Voice Over:	Family planning means more than you may have thought.
Animated Tag with V.O.:	For information or help, call the family planning clinic in your community, your local health department, or your own physician.
Tag on Screen: (No V.O.)	U.S. Department of Health, Education, and Welfare, Public Health Service, Family Planning.

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## Education

### "HELP WITH THAT TALK" (30 Seconds)

(Selection of publications)

ANNOUNCER: When the kids start asking questions about sex, a lot of parents feel pretty uncomfortable and not too well prepared with the answers. Most of us need all the help we can get with something so important. Luckily, Planned Parenthood has the kind of help parents need. Planned Parenthood will be glad to send you a free list of books and brochures that can make sex education much easier. Why not call today - 752-0131!

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	"HEALTH AND FAMILY PLANNING"
SCENE:	Various clinic scenes, showing patients with medical personnel
Physician:	What we do here in these family planning clinics, before we give you pills, we always do a complete physical . . .
Technician:	. . .and if you are anemic we will give you iron pills to build up your blood.
Nurse:	I would like to give you a skin test to see if you have any tuberculosis germs . . .
Interviewer:	Have you ever had a pap smear?
Patient:	Yes. That time five years ago.
Interviewer:	Five years ago?
Patient:	I've been a bad girl.
Physician (V.O.):	We are going to check your heart and lungs, check your breasts for cancer, do a pelvic exam, we take a pap

Physician: smear for cancer . . .  
We always check for V.D., it  
doesn't matter who you are.  
We check everybody. And,  
if all things are fine we tell  
you exactly . . .  
Voice Over: Family Planning means more  
than you may have thought.

(Same Animated Tag and HEW  
Identification as above.)

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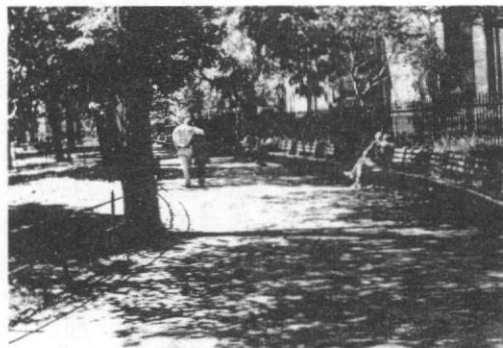
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Education (Institutional). The best institutional spot  
announcements target in on specific facets of a service.



VO: The young couple wanting to space  
their children . . . you help them when  
you help Planned Parenthood. To  
make your contribution, contact  
Planned Parenthood (or affiliate name).



## BABIES

### VIDEO

five slides

of

different

babies

Planned Parenthood LOGO

keyed over last :07 seconds

(local address and phone#)

### AUDIO

Music: Child's music box  
playing "Brahm's Lullaby" . . .

Narrator: Planned Parenthood  
believes that every child should  
be a wanted child, and that  
babies are too precious to leave  
to chance . . .

Planned Parenthood offers all  
the options.

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Testimonials and Personalities. If someone credible  
believes your story, it is legitimized. There are two kinds of  
testimonials

1. the "everyday just-like-me" person--housewife,  
student, or worker
2. the expert---doctor, lawyer, gas station attendant,  
or nurse
3. important people, not related to the field, but whose  
use proves its worth

Among the most effective family planning spots ever used in the  
United States showed former President Dwight D. Eisenhower  
speaking movingly--and effectively.

Text:

Once, as President, I thought and said that birth control was not the business of our Federal Government. The facts changed my mind. Today, with former President Truman, I am Honorary Co-Chairman of Planned Parenthood, because I have come to believe that the population explosion is the world's most critical problem. In some areas it is smothering economic growth; it can threaten world peace.



Millions of parents in our country--hundreds of millions abroad--are still denied the clear human right of choosing the number of children they will have. Governments must act, and private citizens must cooperate urgently through voluntary means to secure this right for all peoples. Failure would limit the expectations of future generations to abject poverty and suffering, and bring down upon us history's condemnation.

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#### SOMETHING TO THINK ABOUT

Who in your country would make the most impact if they spoke for family planning?

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2. 

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3. 

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4. 

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5. 

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1. MOTHER: After I had my last child... my third child... I said "That was enough".



2. And I asked the doctor about birth control and he decided I should.



3. TEENAGER: Well, the doctor thinks that if I had children now, there might be complications, ...



4. and he suggested that I waited awhile before I started my family.



5. YOUNG WOMAN: I have two children already. And I'd like very much to go back to school and get my degree.



6. NARRATOR (VO): There are lots of reasons people want family planning help.



7. At Planned Parenthood, we see what that help can mean.



8. Parents are better able to plan their own lives.



9. Each child gets more attention.



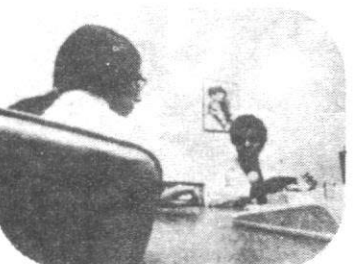
10. (PAUSE)



11. And when people have only the children they really want, ...



12. our population will grow more slowly.



13. Today, more people are coming to Planned Parenthood.



14. No one is ever turned away for inability to pay.



15. Thousands depend on your help. Give to Planned Parenthood.



1. NARRATOR (VO) : Margaret Sanger was a determined woman with an idea.



2. Sixty years ago, she dedicated her life to help establish a new freedom for all people;



3. ... freedom to choose when -- and if -- they will bear children.



4. She was badgered, fined, and jailed nine times for courageously bringing family planning to thousands of people who wanted her help.



5. Her dedication created Planned Parenthood -- the organization that ...



6. ... today provides family planning information and services ...



7. ... to the young mother who wants to space her children ...



8. ... to the man who wants to share birth planning ...



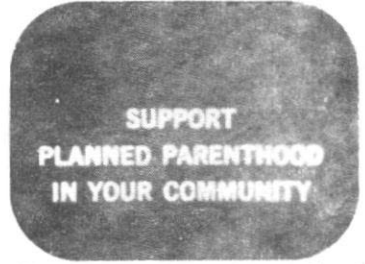
9. ... to the couple looking to the future ...



10. ... to all who believe each child should be born wanted and loved ... and that parenthood should be a matter of choice.



11. Become a part of Margaret Sanger's dream.



12. Give to Planned Parenthood.

Dramatization. "Slice of life"--Develop good situations and characterizations and keep the message pertinent.

SYNOPSIS: An engaged couple discuss the advantages of family planning for their proposed children.

SCENE: Couple sitting on a park bench.  
Stanley with arm around Cynthia.

VISUAL	AUDIO
FADE IN	S. Just think--two more months and we'll be married.
C U of Stanley and Cynthia happily conversing.	C. Isn't that wonderful. Then it will be my pleasure to take good care of you and begin our family right-away. (Sound of trickling water and childrens' voices at play.)
LONG SHOT	S. A family! We should wait a year or two until we really get to know each other, and are settled in our new apartment.
of park with trickle of running water in the distance.	C. Oh Stanley, I think you are right because children are such a responsibility. As babies to huddle and cuddle they are OK but having them grow up calls for proper housing, food, schooling, and so many other things.
SLOW ZOOM	S. Yes, and what a great joy it is to be able to provide every opportunity for our two children.
back to couple on bench.	C. Family Planning will help our dreams to materialize.
SUPERIMPOSE LOGO	ANNOUNCER: Yes . . .
JAMAICE F.P. LOGO	Family Planning is the answer. Visit your nearest Family Planning Clinic for advice.
SPECIAL EFFECT	MUSIC FADES
FADE OUT	

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"AIRPORT" (30 Seconds)

Two adult actors. Set represents airport waiting room.

SFX: Loudspeaker announcing flights in background.

TOM: What time should I pick you up on Wednesday?

PETER: I have to be back by two because Susan and I have an appointment with Planned Parenthood.

TOM: What do you want to go to Planned Parenthood for?

PETER: Well, did you know they have family planning, screening for VD, cancer and diabetes at 13 locations in and around Washington. You pay what you can afford.

TOM: That sounds like a good deal.

PETER: Yes, I think it's the best deal in town. If you like, call 387-8787.

PETER: That's my flight, see you Wednesday.

Superimpose slide at end with name and number.

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Humor. Hard to do but effective.

### "Family Game"

60-Second Television Message\*



SOUND EFFECT: DICE ROLLING  
ONTO GAME BOARD



MAN: Sure, a nursery is a pretty new  
game now. Gotta buy up the nursery.



MAN: O.K., when we're out vacation  
in the backyard.  
ANNCR/VOL: When you're playing the  
family game, an unexpected child  
could mess up your business.



MAN: There goes the new family room.  
ANNCR/VOL: Not sure. Children aren't  
picking it. But in costs the new's price.  
It's 10 to 100 dollars to raise a child  
to age eighteen.



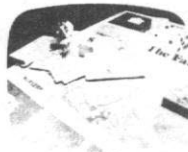
MAN: We can forget about gifts this year.



MAN: Let's see... where the hell I got  
this mess?  
ANNCR/VOL: That's why take a look  
before how many kids on this world.



MAN: Sure have to think things.  
ANNCR/VOL: and plan and they  
want each other.



ANNCR/VOL: Every child should be a  
welcome addition. Not an accident  
burden.



For more information, see a Planned Parenthood  
counselor, Box 240, New York, N.Y. 10013



Animation, Cartoons

EGGS

FADE IN

The camera moves along a random grouping of eggs arranged in pairs and singles in a limbo setting.

MUSIC: A simple, light melody.

We see white, brown, chocolate, polka-dotted, striped-- and then a pair of gaudily decorated Easter eggs.

NARRATOR (young woman's voice):  
No two of us are exactly alike. And no one birth control method is just right for everyone.

DISSOLVE TO

Pairs and singles of eggs, some with one or two little eggs very near-by; some with no little eggs.

There are several family planning methods that work very well . . .

The camera moves over to two eggs that have large cluster of little eggs all around them.

. . . and some that don't work very well at all.

DISSOLVE TO

Two white eggs, one with a nurse's cap, the other with a doctor's headband mirror device.

You can get help in choosing a birth control method that is safe, reliable, and inexpensive for you.

CUT TO

TAG TITLE: FAMILY PLAN-  
NING INFORMA-  
TION SERVICE  
(777-2015)

(For information,  
call 777-2015.)

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### 1. Straight Sell

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page. The lines are thin and consistent in thickness. There are no margins, text, or other markings on the paper.

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## JINGLES

Theme songs, catchy tunes, repeated frequently, can be remembered by the audience and stimulate awareness of family planning. Messages can be conveyed by adapting nursery rhyme type jingles supported by cartoons. For a series of nursery rhyme-type jingles supported by cartoons. For a series of nursery rhyme spots, all should be treated in the same manner, using the same art style, the same announcer, and same type of music. An example of such a jingle approach is shown below.

First the nursery rhyme is accompanied by a descriptive cartoon. At the point where the suggestion of pregnancy is implied, the music runs down as the singer's voice trails off:

Announcer: Mary, Mary, quite contrary,  
How does your garden grow?  
With Silver bells and cockle shells,  
and pretty (substitute "babes" for "maids")  
all in a row.

At the fourth line, the scene which has shown Mary in her garden watering the flowers with a watering can changes so that the flowers all become babies who begin to cry when they get sprinkled. Mary looks upset and surprised. The music runs down at this point.

Announcer: Do you know about Family Planning? We do.  
Come and see us.  
Planned Parenthood . . . Address . . .  
Phone number.

## YOUR JOB WORKING WITH MEDIA PERSONNEL

Your media file research will have identified the names of individual producers or hosts whose shows or programs can use community input. After you have watched the show and determined ideas for your involvement, call and make an appointment. Take your fact sheet. Tell them what you are doing; let them know what kind of valuable resource you are prepared to be.

The public service director can be an important person to your success in dealing with the station. Call on him/her with your requests for public service time--taking with you the fact sheet. Ask for specifics on preparation for their station:

format

number of copies

slides

films

special technical details of preparation. This may be important because station projectors are not uniform.

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#### AN IDEA FOR REACHING TV PERSONNEL\*

In Taiwan, once family planning became an acceptable sponsor with some money to spend, the two networks were extremely cooperative in holding conferences for writers, producers, and TV personalities. These conferences outlined the dimensions of Taiwan's population problem, defined the role of the media in solving the problem, determined acceptable themes for use on television, and gave both networks ideas and material to help integrate these themes into various programs. In the several months after these seminars were held there was a marked upswing in the family planning content of dramas, in the population content of news shows and in the discussion by various masters of ceremony of family size norms. The week after the first seminar was held a quiz show contestant who wanted four children was rebuked by the show's host who suggested that two would be more in line with national policy. These seminars cost about four dollars per participant, including mailing, printing costs, transportation and dinner. Follow-up includes only the cost of printing and distributing materials.

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\*"Stretching the Media Budget--Ideas from East Asia." Unpublished paper, July 1971.

## SUMMARY

A great deal more could be said about television, its potential, and the opportunities it offers. Every day new breakthroughs appear and the magic moment may appear at any time when technology suddenly puts television within the reach of most of humanity. There is no question but that it is the most powerful medium ever developed. If used effectively it can make a definitive contribution to raising the quality of life around the world.

We have tried to give you some ideas for using it effectively. We have suggested some approaches for developing a media file, to keep records of programs and program producers who you could approach to incorporate family planning material in their broadcasts. We have looked at several television program formats in greater detail to give you ideas for adapting your program information for news programs, interview and discussion programs, for dramatic and feature programs, for documentary and magazine programs.

We've described how commercial advertisers develop television spots so that your spots will be able to compete with their advertising for media time and viewer attention. We have described several spots developed around the world which may give you ideas to try out in your own program.

We have tried to provide you with a tool that you will use often, one that you will review in making program decisions and that you will come back to when you need fresh ideas.

### SELF-TEST

Check your progress by answering the questions below:

1. List and describe three major categories of television messages.

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2. Think about closed circuit television, and what it might do for your program. Write out a description of at least one possible function.

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3. List and describe at least four of the television program formats discussed in the unit.

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4. What is the role of the television news assignment editor? Explain.

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5. Describe at least three strategies for getting family planning into television news.

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6. Write out the purposes that TV spot announcements can fulfill in family planning.

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7. List and describe three major television spot production categories.

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8. Briefly describe an "obstacle" to family planning in your program, and then write out a brief TV spot to deal with the obstacle.

Obstacle: 

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Spot Description: 

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This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

9. Explain at least four formats for TV spots.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## ANSWERS TO SELF-TEST

1. Information--news, discussion, panels, instruction

Entertainment--drama, soap opera, comedy

Combination of Information and Entertainment--documentary, travelogue.  
commercial spot.

2. Your answer is original and creative, but by chance did it include any of the following kinds of utilization?

training, exhibits and displays, postpartum education, clinic education

3. Check your list against the formats described on page 246 in the unit text.

4. The assignment editor reviews information from a large number of sources and determines what will appear on television.

5. Did your answer include three of the following strategies?

News broadcasts, news conferences, interviews on news breaks, editorials,  
public service announcements

6. Spot announcements can be used to create awareness, increase acceptors, motivate, instruct, reinforce, validate messages--in short, they can, if designed correctly, carry almost any kind of family planning message.

7. Three production categories for TV spots are:

Live--filmed with the speaker or talent in view and being heard

Voice-Over--live, but using a narrator while the visual includes pictures,  
slides, charts, etc.

Animation--cartoons or drawings made to move in life-like fashion.

8. Discuss your obstacle and spot with a colleague to get feedback.

9. Check your answer against the discussion of spot formats on pages 276 to 277.

UNIT V

PRINT MATERIAL

### UNIT OBJECTIVES

When you have finished this unit, you should be able to:

1. List at least three advantages of print media.
2. List and describe the characteristics for at least four different types of print media.
3. Explain the basic features of the following printing processes: letterpress, lithography, intaglio printing, silk screen printing, and duplicators.
4. Define the following terms used by printers: type size and type face.
5. Explain the uses of various kinds of paper stock for print media.
6. List two "things to remember" in working with a printer.
7. List the six steps in getting a print piece designed and distributed as given in the unit.

## INTRODUCTION

Even where radio and television are becoming the dominant communications media, print retains unique advantages that add up to an important role in your media plan and budget.

Print is talking to your several publics--separately. It allows the reader an opportunity to absorb the message at whatever rate is comfortable--to take it with him/her and to reread it.

Print pieces can be single-minded, personalized, interpretive. They can tell one reader "Why do it" and "Why do it now".

Experts tell us that people forget 80% of what they hear within an hour and that they remember the rest inaccurately. They have a tendency not to act on important matters unless they are prodded. Print material can reinforce a message, document accuracy--and act as a reminder, whether it is a simple leaflet or a large poster.

Professor Donald Bogue, University of Chicago, urges the use of print materials in a campaign because they are inexpensive, durable, accurate, private, credible, and they make of the receiver a spokesperson.\*

With all your assignments and responsibilities you may not feel you should have to become a printing expert too. But it will be valuable to you to know how to get "the most of the best for the least" from your printers. The most successful communications and public relations specialists understand every phase of printing and how to work with printers so that their printed materials emerge in the most attractive manner and at the best price.

As we have done in previous units, we will also approach the print media from the two perspectives of "Know the Media" and "Know Your Job" in relation to these media. Under "Know the Media" we will consider the wide variety of printed media formats that can be used as part of a family planning information campaign. We will also discuss printing processes--including typesetting and layout--and materials used in developing a printed piece.

This will lead toward a discussion of your job in working with print--in designing a printed piece for a communication problem and taking it through the printing process and then distributing it.

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\* See Donald J. Bogue and Veronica Stolte Heiskanen, How to Improve Written Communication for Birth Control. Published jointly by Community and Family Study Center, University of Chicago and National Committee on Maternal Health, Inc., New York, 1973.

## KNOW THE MEDIA

The terms "printing" or "the graphic arts" cover many different skills and crafts including typography, layout, making halftones, selection of paper and colors, and the printing process itself.

### FORMAT

To give you some idea of the wide range of materials you can develop, we will list many. This will offer you choices for adaptation to your needs and stimulate your thinking to devise other materials

1. Leaflets, folders, brochures, and pamphlets. All are printed pieces, usually of four, six or more pages, possibly with a paper cover. Leaflets, or folders, are the simplest of printed pieces, are easy to produce on any kind of printing press, and are inexpensive enough to allow the variety to single out individual audiences for special attention.

Size may be determined by available paper size and the number of copies to be printed. Paper sizes have been fairly well standardized by the International Paper Agreement. A popular size is an 8-1/2" x 14" folded three times to make six or eight panel leaflets (front and back).

2. Broadsides. Larger than leaflets, broadsides usually have two folds, left-right and top-bottom. Because such pieces can be inexpensively produced, it is possible to develop individual ones for special audiences--or selected subjects. If printed on standard sheets 17" wide x 22" long, they fold to 8-1/2" x 11". They can serve as self-mailers or will fit in a standard 9" x 12" envelope. When fully opened, broadsides are more impressive than simple leaflets, and could permit, for example, a photo montage of your agency's activities. Or, fully opened, broadsides may be used as 17" x 22" posters if the message and design are appropriate for that purpose.
3. Booklets. Booklets may be any size that is easy for the reader to handle and may have any number of pages divisible by four. A booklet should have 8, 16, 24 or 32 pages for reasons of economy, paper cuts, press runs and wire stitching (stapling at center fold).

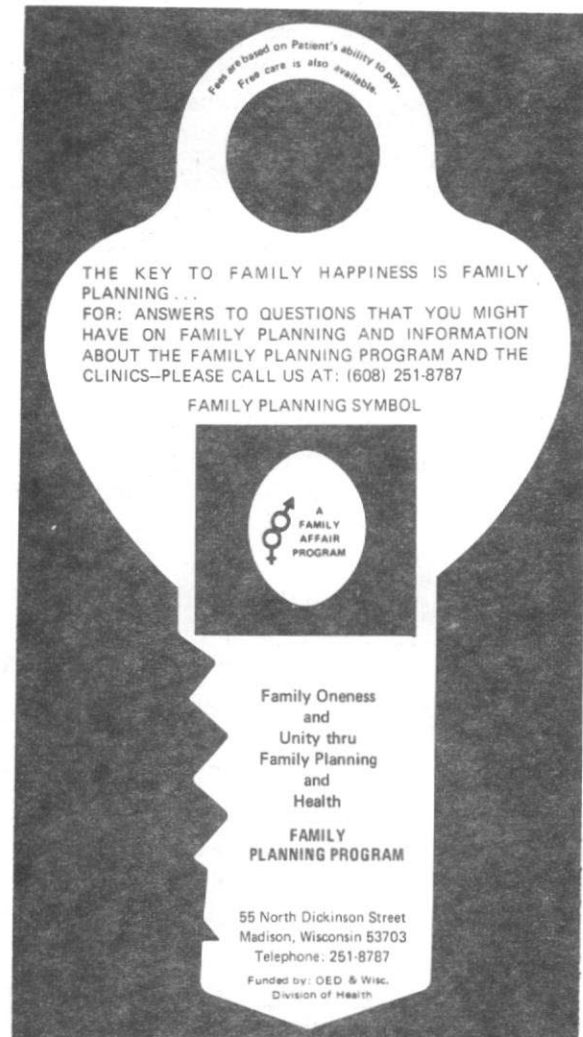
Booklets that tell a story--in comic strips, with cartoon characters or people (photographed or drawn)--are extremely useful media for communication. Comic books such as "Ang Famila Sa Barangay" in the Philippines enjoy a wide audience.

# how effective

is my method  
of birth control?



LEAFLET



DOOR HANGER



4. The illustrated letter. The illustrated letter is reproduced in type-writer type on one side of a letter-sized sheet of paper with a cartoon-type illustration at the top and short copy below. To make it a "teaser," use the "Z" fold to show part or all of the illustration when the letter is drawn from the envelope. The same illustration and message may be printed on inexpensive newsprint stock to be used as a "flyer" or hand-out at meetings and on streets.
5. Newsletters. Newsletters can be any size, but the most widely used size, because of economical paper use and easy-to-read layout, has 11" x 17" pages folded book style and then folded again for ease of mailing, leaving one panel for addressing. Some people, in an effort to attract attention, try unusual shapes and folds--square, for example. An alternative is several single 8-1/2" x 11" sheets, printed or mimeographed, then stapled and folded once with space for addressing on the outside.
6. Posters. Posters can be in any size that suits the need and that can be economically cut from the type of paper used. Unmounted posters can be rolled up and easily mailed in a tube to outlying districts and rural areas.

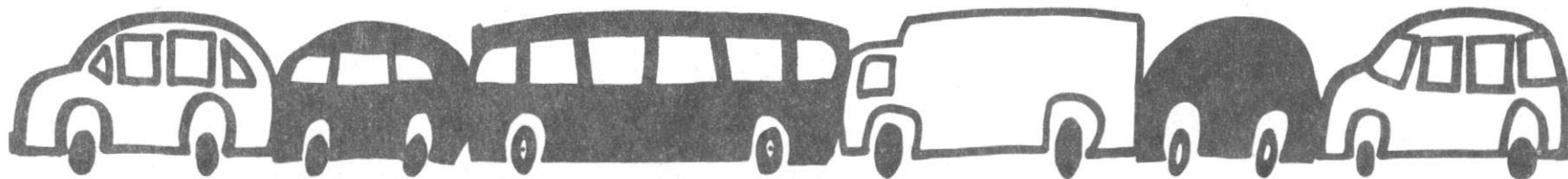
These sheets of paper, printed or silk screened on one side only, are affixed to the interior of windows, to walls and the sides of counters in business or government establishments or to the exterior of buses, mobile service units, buildings, or roadside signboards.

The printed sheets can be mounted on heavy cardboard, or on easels so they can be displayed without additional support. If not larger than 11" x 17", they can be used as counter display cards. Window display cards with easels are generally from 11" x 17" to 25" x 38".

Consider possible uses for mounted posters in railroad and bus stations, ticket offices, banks, hotels, government offices, or service establishments--such as filling stations, laundries, or shoe repair shops.

7. Billboards. These are stationary mountings located alongside highways, on the sides or tops of buildings, on fences--almost anywhere.

If the billboards are not too large, you may be able to use unmounted posters for this purpose.



**Trouble Parking?**

**SUPPORT  
PLANNED PARENTHOOD**

BUMPER STICKER

8. Car cards. Car cards are used above the windows in buses, trains, and streetcars. They are usually horizontal in shape, although square or vertical ones are occasionally used, especially at the ends of railroad or subway cars.
9. Pennants, streamers and banners. Pennants are in the shape of long inverted triangles, attached to strings or wire and hung above the heads of people at fairs and in shopping centers. Usually many are hung from the same support. You can have each repeat the same message, have a series of messages, one on each pennant, or have one letter on each, so the series spells out a word or two short words. Pennants can also be attached to sticks and given as premiums for people to wave.

Streamers and banners are long, narrow, unmounted, used horizontally with a message of one or two lines. Use your own campaign theme if possible. Some examples:

o v e r p o p u l a t i o n  
is everybody's problem

Choose WHEN  
to have your next baby

10. Stickers. Stickers can be used on car bumpers--or any other place you can think of. They are usually printed by silk screen in highly contrasting, eye catching colors. The message must be short, and may have a humorous twist to make it memorable.
11. Decalcomanias. Your printer may be able to print decalcomanias (decals). They are designs printed on specially prepared paper to be transferred to glass, china, plastic, wood, or cloth. This is done simply by pressing the decal firmly against the surface, wetting it, then peeling off its paper support. Decals could be applied to mirrors or kitchen cabinets to remind women to take oral contraceptives, to windows of stores or homes to inform people of cooperation with the family planning program, or to kits carried by field workers.
12. Calendars. In some countries, companies specialize in producing calendars with any message you provide. You may find this service more economical than producing your own. The pocket-size calendar (usually 2-1/8" x 3-1/4" to fit in wallets or billfolds) can be printed on chipboard. It is desirable to have these plastic coated or lacquered after printing to retain legibility during handling.

13. Door hangers. These can be printed single sheets of heavy paper stock with a die-cut hole so they may be hung on doorknobs. If you are going to the expense of having a die-cut made, you may wish to consider having the entire piece die-cut into the shape of some design.

A general use leaflet can also be used as a door hanger by attaching a string to it to slip over the doorknob.

14. Novelties. You may wish to consider and check into the costs of printing some of these novelties. Not all would be available or usable in all countries.

Shopping bags

Matchbooks

Matchbox covers

Balloons

Pencils

Ball-point pens

Fans

Backs of bills or receipts

Beverage glass coasters

Notebook covers or top of each sheet in note pads

Backs of bus or train tickets

Backs of playing cards for use at bridge and other clubs

Usually these are best done by printers who have developed a specialty in producing one or more of them. You will need to seek out the best, least expensive places for production.

### SOMETHING TO DO

For each of the situations described below, the kinds of printed material that might be developed. Write your ideas out in the space provided. Discuss them with others in your group or with your colleagues.

1. Your family planning clinic staff reports that many first-time pill acceptors are not returning to the clinic for a renewal of their prescription. Clinic personnel admit that they do not always take enough time to inform acceptors about the possible side affects of the pill, but are doing what they can with a small staff and large number of first-time acceptors. Most of the clinic visitors can read at a basic level.

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2. Rumors about various family planning methods have been hurting your family planning program. Many of the rumors are highly sensationalized and spread by the "true confession" magazines so popular among young housewives, often read in beauty parlors and other public waiting areas.

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[illegible]

## PRINTING PROCESSES

Once you have selected a format, many steps must be taken before you see the finished piece, including design, writing, layout, printing.

Certain basic technical know-how on your part will make your dealings with the specialists simpler.

The first is an understanding of printing processes.

There are five basic methods of printing:

1. Letterpress
2. Lithography--Offset
3. Silk Screen
4. Intaglio
5. Duplicator

1. Letterpress. In this oldest printing process, the letters and illustrations are raised above the non-printing surface. Ink is applied with rollers. The paper is then pressed against the raised surface and the image transfers. The type for this process is usually set by hand or machine ("hot type") and the illustrations engraved on metal or wood. Letterpress is of special value for short runs, runs when there are frequent copy changes and for special applications, such as printing on high gloss enamel stock.



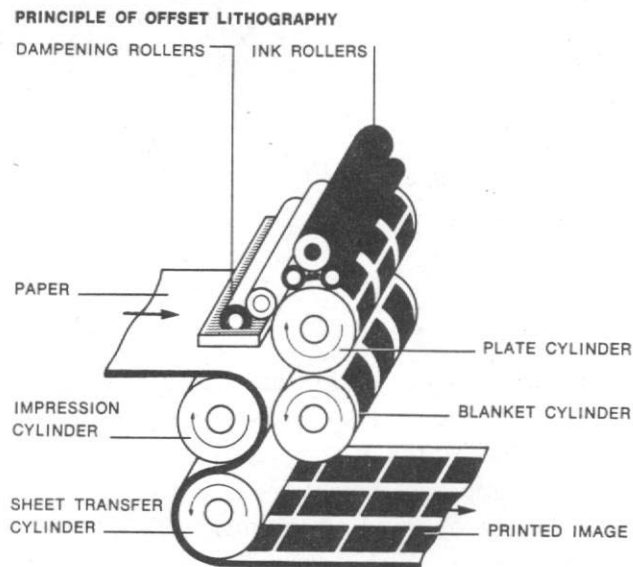
In many developing countries letterpress is the only type of press available. With letterpress, type must be set by hand or by casting hot lead into monotype or linotype. To reproduce photographs or art work, they must be transferred to metal plates called "cuts."

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Illustration reprinted from F.H. Willis, Fundamentals of Layout (New York, 1971) by permission of Dover Publications, Inc.



2. Lithography or Offset Printing. From the basic principle that oil and water do not mix, present-day lithography was developed. Zinc, aluminum, copper, or plastic plates are sensitized with an emulsion, then exposed to light under a photographic negative of the image to be reproduced. Light hardens the emulsion on the exposed portions of the plate but leaves the unexposed areas of emulsion soluble. Warm water washes away the soluble areas with ink on them. A positive ink image that you can read is on the plate. The image is transferred from the metal plate to an intermediate rubber blanket or cylinder for the press. Thus the image is negative again and the paper is printed from the blanket.



"Offset" allows great flexibility in copy preparation. Copy can be commercially set using the same methods as letterpress or through "colatype" using a photographic process--or you can set your own type on a typewriter, using contact letter sets purchased at an art store or using handwritten letters. Printed matter can be reproduced directly, but photographs must be re-photographed through a screen, breaking it up into a series of dots that can be reproduced.

The following page shows examples of offset typesetting.

3. Silk Screen Printing. This process is used for printing on cloth, plastic, glass, metal, and heavy paper. It can be used to print on slight curves, such as the front or back of a curved bottle. It can print bright neon-light colors, even on a dark background. It is excellent for eye-catching posters, "T" shirts, or bumper stickers. Original finely woven silk was used as the screen, but today, metal or synthetic screens are often used. The words and

**OFFSET:**

*Photoset:*

## SEX BETWEEN FRIENDS

Acquaintances do not "owe" one another anything but courtesy. Friends begin to obligate themselves to a kind of commitment. Friendship implies a commitment to mutual understanding. With an acquaintance you can say a polite, "No, thank you", and leave it at that. With a friend, you would expect to provide an explanation.

*Helevetica light*

*Varitype:*

**FERTILIZATION**- In the ovary the egg develops and is released into the fallopian tube where fertilization takes place. After the egg is fertilized by the sperm it immediately starts to divide and multiply while being propelled down the tube into the uterus. The egg attaches itself to the uterus (blood lined) where it continues to develop into a baby.

*Boldface no 2*

*Typewriter-set:*

The method that works best for one woman may not be most effective for another. A woman who is unhappy with her method, whatever the reason and whichever method it is, may not use that method exactly according to instructions. Or she may decide to skip it "just this once."

*Prestige*

*Press type:*

# join them NOW!

*Helevetica medium*

*Hand-lettered:*

→  
NANT·PREGNANT·PREGN  
ANT·PREGNANT·PREG  
NT·PREGNANT·PR

design to be reproduced are in the form of a stencil placed over the screen in its frame. Then a "squeegee" forces ink through the open parts of the stencil and through the screen onto the surface being printed.

4. Intaglio Printing. This method of reproduction uses a printing cylinder that has the image etched below the surface, exactly the opposite of letterpress.

The depressions in the intaglio cylinder are filled with a thin ink, and excess ink is scraped from the surface. Paper is pressed against the intaglio cylinder, then pulled away, creating a slight suction that draws ink from the depressions onto the paper.

Photogravure and rotogravure are terms used to describe the printing from intaglio plates. The process is used mainly in reproducing a great number of illustrations, as for comic sections or picture pages.

5. Duplicators. The compact duplicating machines cannot be expected to produce perfect material, but are reasonably simple to use and relatively inexpensive. They are valuable for short runs and include hectographs (using a gelatin slab), spirit, duplicators, and mimeographs (a trade name often used to designate similar rotary type machines) that print from wax stencils. The latter, widely used, is dependent for effect on the cutting of a good clear stencil. The machine forces ink through a stencil as paper is passed under a revolving drum.

Illustrations may be done with a special stylus and, with some inexpensive accessories, color may be applied. The result can be effective broadsides, bulletins, newsletters, or patient education brochures.

## TECHNICAL SPECIFICS

For you to plan an effective printed piece, some technical specifics on typography, paper and color options will prove valuable.

### Typography

Type size refers to the height of the capital letters and is measured in "points." The English "point system"--variations of which are used around the world--is standard in America and wherever English is printed. The American "point" is roughly 1/72th of an inch. The type size generally used in newspapers and in many copy blocks for leaflets and booklets is eight point.

If a space the equivalent of two points is added to the line of metal produced by the linotype machine or the photocomposer or inserted between the hand-set lines, the resulting copy is easier to read. It will take up the same space as ten-point. This is called "leading." Eight-point type with two points between

lines, is specified as "eight on ten." If the eight-point type were set solid (without leading) it would be more difficult to read.

Headline type is also indicated by point size--18-point type is 18/72 or 1/4".

Typefaces. The typeface is the design or style of the letters, and the selection of the proper ones for the job has a major impact on the end result. Selection is based on ease of reading, style, and artistic effect.

New typefaces are being introduced regularly for almost any language. The printer or typesetter will always have a book or sheet of type examples available to show you.

### Paper

Paper Stock. Paper is usually defined by weight--the number of pounds to a measure--but is not usually sold that way. Weight is usually a measure of quality; "70 pound" is heavier and more expensive than "60 pound." With practice you can learn to tell the difference by feel. The choice of paper will be a significant factor in your overall cost.

The four major categories of paper stock are newsprint, book, writing, and cover.

Newsprint is the cheapest kind of paper and is used for common printing. It furnishes an adequate printing surface. Newsprint is not glamorous but can be the paper of choice for daily bulletins, newspapers, handbills, etc. It is used where permanence is not necessary nor a quality image the desired effect. It is usually not available in colors other than off white.

Book paper describes a broad spectrum of papers with various weights, finishes and colors. You will probably choose this type of paper for most of your printing.

Machine-finished paper has a smooth finish, but for the finest halftone reproduction by letterpress (especially in color), the paper should be of coated stock--sized with clay, glue or other filler and pressed between smooth rollers. Some papers have an uneven linen-like, striated surface good for special effects.

Writing stock is a higher quality paper not generally associated with mass production materials, exception for letterheads.

Cover stock is heavier than book and writing stock. Like book stock, it is available in a number of colors and finishes and offers a great deal of choice. Posters and car cards as well as booklet covers are printed on cover stock.

Discuss the choice of paper stock with your printer. He will show you sam-

ples and will know what attributes of a specific paper make it applicable for the particular job--how well the ink covers, whether the paper permits printing on both sides. The right stock can mean savings in printing and binding.

Paper Size. Bulk paper comes in various sizes and quantities. Whether you buy paper directly or use your printer's supplies, knowledge of bulk sizes will allow you to plan sizes of the various printed pieces you will produce. Otherwise, just a small margin of paper, trimmed away on the sides, can add up to great waste in a long press run.

At the planning stage, especially for a job involving many thousands of copies consult with your printer to find out whether he has available the desired paper stock and whether it is in rolls or in sheets, and if in sheets, what size they are. Related to this fact will be press size, how many pages he can print at a time, etc. Design the piece to make best use of printing facilities, paper stock, and paper sizes.

Newsprint for rotary press printing comes in varying sizes. The giant size roll of newsprint, as used by large newspapers, is 66 inches wide, 26,000 feet long and weighs about 1600 pounds.

Book stock varies in sizes but usually comes in 500 sheet "reams." Usual sizes are between 25" x 38", and 44" x 66". The basic size of writing stock is 17" x 22", allowing four of the standard 8-1/2" x 11" letterheads to be cut from each sheet.

Paper size can make a difference in the cost of distribution. If you are planning a mailing, a wise protection is to make a dummy using the selected paper stock and weigh it. You may find that with a slight reduction in paper weight or folder size you can effect a substantial saving in postage.

If your piece is going to have several routes of distribution excluding mailing, select a size that fits a standard size envelope.

Color. Except for books and the body copy of magazines, the addition of color adds special appeal to the finished product and is more apt to attract the reader. The addition of color, however, increases the cost of the finished piece--and you must decide whether the extra attraction is worth the money. If your need demands and your budget allows color printing, you have several options--some at minimal cost:

1. Choose colored paper--with a contrasting ink.
2. Use colored ink
3. Design your pieces with a "screened" or a tint block area to give a lighter shade of the one color, but an illusion of two.

4. Use a second color.
5. Use three or four colors for comics or expensive pieces. In this case, choose your printer with care and have your copy prepared by experts.

If you decide that you can afford a second color, use it sparingly, as an accent, to draw attention to the important area or to provide a contrast necessary for clarification.

## KNOW YOUR JOB

The key decision in developing a print materials plan is

Who will print it?

Your decision will depend on responses to such questions as:

1. Are there a number of printers available to you?
2. Do they offer a choice of printing processes?
3. Can they singly or together fill all or most of your printing needs?
4. If you are considering doing your own work, is your volume of work large enough to keep presses and other equipment busy full time?
5. Do you plan a wide variety in size? Quality? Length of run?

All of these factors are important to your selection.

## "DO IT YOURSELF"

The growth of small "in-house" printing plants handled by agency staff has been made easier by the development of simple offset presses and equipment for setting a wide range of "cold type."

Large rural areas may be better served with one or more mobile printing units which can take information into sections with no printing facilities. In Liberia, for example, uniquely designed mobile printing units are used completely independent of local conditions that might hamper production. They generate their own electric power, have their own air conditioning plant and are equipped with all the necessary equipment, in compact form, to produce printed materials.

Either an in-house plant or a mobile unit can exist nicely with the following equipment:

1. Typewriter equipped with numbers of characters adequate to the different language areas. A justifying right margin is nice but not necessary.
2. Small phototype unit for headlines.
3. "Polaroid" camera for direct photographic prints.



4. Supply of reproductions of line drawings, "stick-on" characters or cartoons and symbols to add interest. These can be pasted in spaces left vacant on the typewriter paper.
5. Handwriting and clippings of texts and pictures from periodicals or other printed matter can also be added.
6. Direct photoplate camera to make offset plates--same size, enlarged, or reduced--of the paste-up, without using film material first.
7. A small offset printing unit--11" x 17" or 14" x 20"--to which the offset plates are attached.
8. Paper already cut in the size(s) of sheets you want so cutting equipment will not be necessary.
9. A small folding machine.

This type of mobile printing unit can operate as a pilot plant in areas where communications are poor. It can cover an extensive area in its first explorative drive to determine where fixed printing units could be operated to good effect.

Among countries in which mobile printing units are in operation are Iran, Pakistan, Kenya, Indonesia and Colombia.

#### CHOOSING A PRINTER

The right printer for each job can determine your success with printed material. You may find a considerable variance in the cost and in the ability of different printers to produce certain types of work due to:

1. Method of printing (discussed in the preceding section)
2. Size of his presses
3. Necessary supportive equipment
4. Typesetting facilities
5. Ability to buy paper in quantity

Printers will have specialties which they feature, such as: method of printing, short runs, high quality, long runs at low prices, extra fast delivery, layout services, and a wide selection of typography.

Match your choice to your needs. If your volume is large, you will undoubtedly need more than one.

There are advantages, after you work with a printer for a while, in asking him to bill you on a "cost plus" basis--which means he will add a certain profit percent over his actual cost. If he does not always have to figure in emergencies, in the end you usually profit.

#### Two Things to Remember in Working with a Printer

There are many technical issues to be dealt with when you work with a printer. We have discussed some of these in the pages above. As important as the technical issues is the process through which the IEC officer and the printer work together. Here are two things to keep in mind about this process:

1. Be specific when you ask a printer to do a job.

Set down the specifications exactly:

- Number of impressions
- Number of halftones
- Typesetting--hot type or cold type
- Paper stock
- Paper weight
- Ink
- Fold, staple, or bind
- Delivery date
- Packaging

The printer should have a specifications form like the one on the next page. If he does not, make one up to suit your needs.

SPECIFICATIONS  
EAST-WEST CENTER

INSTITUTE/PROGRAM: \_\_\_\_\_ DATE: \_\_\_\_\_

PRINTING OF: \_\_\_\_\_

COPY READY: \_\_\_\_\_

PRINTING PROCESS: \_\_\_\_\_

SET TYPE: \_\_\_\_\_

CAMERA READY: \_\_\_\_\_

QUANTITY: \_\_\_\_\_

SIZE: \_\_\_\_\_

NUMBER OF PAGES: \_\_\_\_\_

BINDING: \_\_\_\_\_

STOCK: COVER: \_\_\_\_\_

TEXT: \_\_\_\_\_

INK: \_\_\_\_\_

FORMAT/TYPE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ART/GRAPHS/PIX: \_\_\_\_\_

REMARKS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ALL PRICES QUOTED MUST INCLUDE TAX

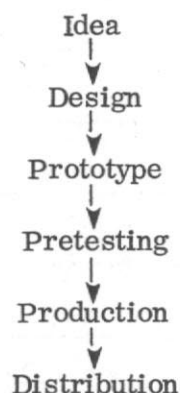
2. Involve the printer and keep his needs in mind.

- Get him involved early in the production of each piece.
- Give him clearly written instructions.
- Be sure the layout is complete and accurate.
- Scale pictures and indicate size on dummy.
- Be accurate. Proofread carefully your typed copy--and the proofs.
- Stay in touch with the job at all stages. If the typesetting is not being done by the printer, see that deadlines are met.
- Set a realistic delivery date and give the printer time to meet it.

DESIGNING THE PRINTED PIECE

The foregoing information will arm you with enough basic knowledge to ask the right questions and expand your knowledge as you begin to develop materials. As an IEC officer, you may rely on others--staff or contractors--for the technical work. But you should manage and participate in the process of designing the printed piece. It is also a good idea to have one staff person coordinate the timetable--writing, art work, layout and dealings with the printer.

Here is an overview chart of a six step process of getting a print designed and distributed.



The Idea

You may receive a request from fieldworkers or the clinics to fill an

identified need that you must act on. Better, the IEC department will incorporate into its plan for the year a number of print materials as a campaign series or as single items to be produced on a timetable in the course of the year. The design and plan for execution of a complete campaign series is beyond the responsibility of this module. What we will deal with is one piece.

Each department in your agency should be provided with a request sheet so that the specific needs will become your starting point. See the example on the following pages.

### The Design Process

Once a request is received, call together the writer, the layout person, and the artist, (you may find yourself filling all three spots), and, if possible, the requesting staff. Then proceed through the design process step by step.

1. Define the audience. What characteristics relate to the piece? Age? Literacy? Present knowledge of subject?
2. Decide on the specific message for this piece. What do you want it to accomplish? If you are preparing, a leaflet, a flier, a brochure, a booklet, or a poster--in fact, any single piece, remember, wherever it is possible, design it so that it carries one message to one audience. Designing one brochure, poster, car card, or whatever to meet the needs of everyone usually means an ineffective piece that really suffices for no one.
3. Decide which is the best medium to do the job. Will a leaflet do it? If so, how large? How much must be said? Will it take a booklet? Or will an impact piece such as a poster accomplish the purpose?

The amount of information which must be included will determine size. Discuss the presentation. Focus on an audience of one--or one couple. A good formula for discussion is AIDA.

Attention: What will catch the eye of a member of this audience?

Interest: What will hold her/his attention and personalize the message?

Desire: What will move her/him to

Action?

Talk about illustrations: Photographs? Line drawings? Should it be people? Doing what? Should it show benefits? Or depict family planning methods? What authority can you draw on for your choice?

PRINTED MATERIALS ORDER FORM

Attn: \_\_\_\_\_ Date: \_\_\_\_\_

From: \_\_\_\_\_ Charge to: \_\_\_\_\_

Type of Printed Material:   \_\_\_pamphlet       \_\_\_sign                   \_\_\_other (specify:  
                                  \_\_\_poster       \_\_\_stationery                   \_\_\_\_\_)  
                                  \_\_\_fact sheet   \_\_\_fund raising

Complete A or B below

\*\*\*\*\*

A. REORDER OF EXISTING MATERIALS

Title or Description: \_\_\_\_\_

Printer, if known: \_\_\_\_\_

Any suggested changes: \_\_\_\_\_

Date needed: \_\_\_\_\_ Quantity \_\_\_\_\_ Estimated to last \_\_\_\_\_ months

\*\*\*\*\*

B. REQUEST FOR NEW MATERIALS

(Please be as detailed as possible. Attach a similar example, if one is available.)

Description of topic to be covered: \_\_\_\_\_

\_\_\_\_\_

Intended Audience:   \_\_\_schools           \_\_\_adult clients       \_\_\_contributors  
                          \_\_\_staff           \_\_\_teen clients       \_\_\_other (specify:  
                          \_\_\_library       \_\_\_speakers                   \_\_\_\_\_)

Suggested paper color \_\_\_\_\_ ink color \_\_\_\_\_

Special instructions: \_\_\_\_\_

Date needed: \_\_\_\_\_ Quantity: \_\_\_\_\_ Estimated to last \_\_\_\_\_ months

**PRINTERS**  
(Circle Chosen Printer)

Estimate #1

Company:

Total Cost:

Unit Cost:

Price includes:

Estimate #2

Company:

Total Cost:

Unit Cost:

Price includes:

Estimate #3

Company:

Total Cost:

Unit Cost:

Price includes:

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Specifications:

Binding:

Folds:

Paper Size:

Paper Weight used:

Paper Color used:

Type used:

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Check:

Artboards

Film

Plates

ARE AT

PPA/CA

Chosen Printer

Other

Date Sent to Printer:

Date Received from Printer:

Comments on final product:

Attach copy of final product, any written bids, copy of requisition.



Discuss cost, color, paper, distribution. From the discussion, the feel of the final piece should emerge. The writer should have a clear sense of approach, content, desired impact, and amount of copy necessary. He will be able to advise the layout artist of the approximate number of words and the content outline. As soon as possible he will provide a finished copy. The artist will seek photographs or begin sketches of art. The layout person will know the finished size and be able to begin "thumbnail sketches" toward final design. The coordinator will be able to talk to the printer to get preliminary estimates on price, paper availability, and delivery date.

### Prototypes

Once the participants in the design process have developed a feel for their responsibilities for the print piece, it is time to develop several alternative prototype versions for pretesting purposes.

### Pretesting

Print materials of all kinds should be pretested before they are distributed widely. The level of the language, the perception of the wording, and the interpretation of the artist all work together to make an effective whole. A relatively minor change may make an important impact on the success of the brochure, the poster, the flip chart.

We will not cover the techniques of pretesting here. (See the module Pre-testing Communication for Family Planning Programs, by Iqbal Qureshi and D. Lawrence Kincaid for a detailed coverage of pretesting.) However, we do want to emphasize the importance of pretesting prototype materials before printing. A small investment of time and money can lead to much more effective materials and help avoid wasting money on thousands of copies of printed pieces that cannot do the job.

### Production

We will skip the technical details here, noting only that many of the ideas were presented earlier in the unit.

### Distribution

If the pamphlet is of interest to a specific public, consider these methods of distribution.

1. Direct mail
  - a. Obtain names and addresses from telephone directories, residence directories, voter lists, or census listings.

- b. To selective audiences. Get directories or membership lists of government agency officials, churches, college faculties and/or students, lawyers, magazine subscribers, fraternal, or recreational groups.
2. "Take" pieces. Make them easily available for the public to take. Get permission to place them in the waiting rooms of physicians, hospitals, railroad and bus stations, air terminals, marriage license bureaus, hotel and theatre lobbies, buses, banks, government buildings. Ask shopkeepers, barber shops, hairdressers, laundromats, bars. Cooperate by inserting leaflets in the packages of adult customers and by permitting stacks of leaflets to be left on counters.
3. Arrange for companies to enclose leaflets in pay envelopes or with dividend checks or bills.

Where else?

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Special interest leaflets may be directed to:

1. Teenagers. Distribute them at lectures, teen discussions, youth group meetings (Scouts, etc.), meetings of parents and teachers, sports events, theaters and schools. It is advisable in most cases to obtain prior permission--often possible simply by writing a personal letter and enclosing one or more samples of the specific leaflet you wish to distribute or have the teens distribute.
2. Professional organizations interested in the medical or health approach--physicians, nurses, teachers, health and social workers. Obtain names and addresses from their directories for your mailings; have "take stacks" available at their meetings.
3. Employers. Names are available in local or regional business directories.

The South East Asia and Oceania Region of the International Planned Parenthood Federation has produced some excellent folders that give sound reasons for employers to be concerned. One folder ends with this request for action:

"As an employer with the welfare of your workers at heart,

you can help them plan their families in the following ways:--

1. You can refer them to Family Planning Clinics.
2. Cooperate with the Family Planning Organization in your area, whether it is a voluntary organization or Government sponsored. You can do this if you:
  - a. Allow them to publicize Family Planning among your workers.
  - b. Put up publicity material such as posters to create awareness about Family Planning.
  - c. Distribute educational material which can be obtained from the Family Planning Organization.

Help your workers PLAN their families, and you will be helping yourself.

Your nearest Family Planning Clinic is at  
(SPACE FOR IMPRINT)."

4. Parents of a child just entering school. Get names and addresses from school enrollment records.
5. New mothers. Names and addresses from city or town recordings of births or from hospitals.
6. Newlyweds. "Take" stacks at marriage license desks. Names and addresses available from marriage license bureaus. In some communities, newspapers carry notices. This is the copy used by the Carolina Population Center for an elegant and simple card:

Congratulations

On Your Recent Marriage!

Choosing whom--and when--to marry is one of the most important decisions in a person's life. Marriage, too, is filled with big decisions . . . such as choosing a place to live, finding the right job, and planning when to have your first baby.

## SUMMARY

In this unit, we discussed the print media, not to prepare you to become a printer, but so that you can work with professionals to produce effective printed materials for your program. We have listed several kinds of print materials to give you ideas you can use to meet your information goals. We have given you an overview of printing processes and paper and type selection so that you can know some of the decisions you will have to make. The design process we described led from the original development of an idea, to the design of the printed piece, the development of prototypes, pretesting, production, and distribution.

In the next unit we will discuss some other media options that you may wish to use in your program.

### SELF-TEST

1. List at least three advantages of print media.

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2. List and describe the characteristics of at least four different types of print media.

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3. Explain the basic features of the following printing processes:

- a. Letterpress:

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- b. Lithography:

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- c. Intaglio printing:

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- d. Silk screen printing:

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e. Silk screening:

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4. Define the following terms

a. Type size:

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b. Typeface:

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5. Explain the uses of the following kinds of paper stock:

a. Newsprint:

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b. Book paper:

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c. Writing stock:

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d. Cover stock;

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6. List the "two things to remember in working with printers" as given in the unit.

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7. List the six steps in getting a printed piece designed and distributed as given in the unit.

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## ANSWERS TO SELF-TEST

1. Can be tailored for specific audiences.

Allows the reader to absorb message at own rate of speed.

Can be personalized.

Can act as a reminder.

Are inexpensive, durable, accurate, private.

2. Check your answers against the list of print formats in the text.

3. Letterpress: Illustrations/letters raised above the non-printing surface. Type usually set by hand. Good for short runs, or for materials with frequent copy changes.

Lithography (offset): Images are photographed on a lithographic plate, then transferred to a printing surface. Great flexibility allows you to prepare your own letter copy, although photos must be re-photographed through a "screen" before reproduction.

Intaglio: Images are cut below the printing surface. Useful in reproducing a great number of illustrations.

Silk screen: Used for printing on cloth, plastic, glass, metal, heavy paper, curved surfaces. Employs "squeegee" process for forcing ink through a stencil or "screen" onto the surface being printed.

Duplicators: Compact duplicating machines reproduce reasonably good copy at relatively low cost, although slow speed makes them less than ideal for long runs.

4. Type size: The height of letter measured in "points."

Typeface: Design and style of letters.

5. Newsprint: Cheapest paper; used for common printing. Usually not available in colors. Does not last long.

Book paper: A broad range of stronger papers of various weights and finishes. Used for most printing jobs.

Writing stock: Higher quality not usually used for mass printing.

Cover stock: Heavier than book or writing stock, comes in a variety of weights, colors and finishes. Used for covers, posters, bus cards, etc.

6. Be specific when you ask a printer to do a job.

Involve the printer and keep his needs in mind.

7. Idea-design-prototype-pretesting-production-distribution.

UNIT VI

OTHER MEDIA OPTIONS

### UNIT OBJECTIVES

When you have finished this unit you will be able to:

1. List at least four audiovisual aids and their advantages.
2. List 12 steps in the production of an audiovisual presentation.
3. Identify at least two folk media available in your country and explain how each can be used to support family planning.
4. List four resources for integrating folk media into your family planning communication program.

## INTRODUCTION

In this unit we will deal with several other media drawn together under two general headings--audiovisual media and traditional or folk media. Here we will deal with such diverse media as flannel boards to films, folk ballads to puppet theater.

Our objective in dealing with them is to stimulate your thinking to identify media available in your own situation and to consider ways of using these media in support of your communication work. In discussing audiovisual media, we do not expect you to become an audiovisual technician, but we hope that you will better know how to manage the use of audiovisual resources in support of your program. We do not expect you to be working directly with folk media artists, though we hope you may develop some ideas for information programs aimed at these artists.

First we will consider a broad range of audiovisual material.

## SECTION I: AUDIOVISUAL MEDIA

Audiovisual aids are almost never used all by themselves but are designed to relate to broader program needs and to reinforce other forms of communication. They are used as support materials to help transmit information, to persuade, instruct, and provide opportunities for dialogue--in short, to make it possible to reach audiences using all four of the communications approaches. (For a review of these four approaches, see page 24 .)

Audiovisual aids are posters, symbols, charts, flip charts, flannel boards--even a blackboard and chalk. In the "film" category are slides, slide film sets, film strips with or without sound, motion pictures, cassettes, overhead projectors, hand-held projectors for individual viewing, battery operated projectors, even closed circuit television. There are other materials, too, such as magnetic boards, models, and replicas.

Because of their flexibility and portability audiovisual aids should be included as an integral part of every family planning communications program. In one form or another they can help introduce the subject of family planning, create awareness, and motivate people to become successful contraceptors. They can be, at the same time, entertaining and instructional. The limits of what an audiovisual presentation can do to multiply a family planning message are bounded only by the limits of the producer's imagination and the materials available.

When you have completed this section, you should be able to:

1. Explain the strengths of different audiovisual materials as communications aids.
2. Identify all audiovisual techniques and, more specifically, the audiovisual techniques and support materials available in your country now. (If they are not available in your country today, it could be available tomorrow.)
3. Learn how to plan an audiovisual presentation, using available materials.

### KNOW THE MEDIA

Some audiovisual materials can be taken to any corner of any country and presented to one person or to a hundred at the same time. They can be localized to make the subject more interesting to a local audience. They can be updated by changing a drawing, a picture, or a slide. The person using the material does not have to be an expert storyteller or even an experienced speaker. The fieldworker, the doctor, or the volunteer, armed with audiovisual presentations, can rely on these valuable "props" to carry much of the responsibility for giving information and for

teaching concepts. Used along with demonstrations or discussions, audiovisual materials produce learning results that are usually far superior to those obtained from one medium alone.

Audiovisual aids have been proven tools to use in demonstrating "how to do" or "how to use" instructions to an individual or to a group.

The table on the next page summarizes some of the advantages and disadvantages of several audiovisual aids. We will discuss each one in greater detail. Take some time to study the table before reading further.

The materials you will consider in producing an audiovisual presentation will range from the extremely simple to the complex.

Beginning with the least expensive and least complicated materials, let us take a look at some of these audiovisual materials.

### Chalkboard

Low cost and portable, this audiovisual required little or no preparation and, for small- to medium-sized groups, it is a good tool for teaching. It is difficult to present complex or detailed information on a chalkboard, however, and its efficiency is dependent upon the teaching skill of the communicator.

### Still Pictures

Photographs or illustrations are a good way to introduce ideas, teach procedures, increase motivation, and encourage participation, especially for people who cannot read. You can take your own photographs or find pictures almost everywhere--in private industry, embassies, United Nations agencies, government ministries, family planning associations or schools, libraries or universities, or you can cut them from magazines.

### Flip Charts

A flip chart is a series of pictures or charts held in the proper sequence between stiffened covers that act as a stand. In some areas it is possible to buy flip charts with written narration on the back of each picture or you may make your own. Flip charts can be any size, are lightweight and easy to carry around. The disadvantage of purchasing already prepared flip charts is that they usually are general in character and their subject matter may not apply or appeal to the audience you want to reach. Flip charts are especially useful for a one-on-one presentation or for small groups.



MATERIAL	ADVANTAGES	LIMITATIONS
1. Chalkboard	<ol style="list-style-type: none"> <li>1. Low-cost, portable</li> <li>2. Requires no training</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to use to present detailed information</li> </ol>
2. Still pictures	<ol style="list-style-type: none"> <li>1. No equipment required</li> <li>2. Pictures and photographs universally available</li> <li>3. Can be paced to group or individual's needs</li> <li>4. Extremely low cost</li> </ol>	<ol style="list-style-type: none"> <li>1. If photographs are used, photographic skill, equipment, and darkroom needed for enlarging</li> </ol>
3. Flip Charts	<ol style="list-style-type: none"> <li>1. Portable</li> <li>2. Can be made locally</li> <li>3. Low cost</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires drawing or photographic skill</li> <li>2. Not adaptable to large audiences</li> </ol>
4. Flannel graphs	<ol style="list-style-type: none"> <li>1. Portable</li> <li>2. Materials readily available</li> <li>3. Low cost</li> </ol>	<ol style="list-style-type: none"> <li>1. Audience may associate materials with children's learning toys</li> <li>2. Pieces can be lost</li> </ol>
5. Models or Cutaways	<ol style="list-style-type: none"> <li>1. Excellent training aids for individual instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. Not easily available</li> <li>2. Difficult to transport</li> <li>3. Specialized use</li> </ol>
6. Overhead projectors	<ol style="list-style-type: none"> <li>1. Material can be presented systematically</li> <li>2. Projector easy to operate</li> <li>3. Presentation speed controlled by instructor</li> <li>4. Transparencies can be prepared inexpensively and reused</li> <li>5. Audience can participate</li> </ol>	<ol style="list-style-type: none"> <li>1. Equipment requirements expensive and not universally available</li> <li>2. Electricity essential</li> </ol>
7. Posters or Symbols	<ol style="list-style-type: none"> <li>1. Attract attention</li> <li>2. Arouse interest</li> <li>3. Can be made locally and at little expense</li> <li>4. Can be used anywhere</li> </ol>	<ol style="list-style-type: none"> <li>1. Destructible</li> </ol>
8. Slides	<ol style="list-style-type: none"> <li>1. Can be filmed with any 35 mm camera for most uses</li> <li>2. Can be revised and updated</li> <li>3. Easy to use, store and adapt</li> <li>4. Sound can be added</li> <li>5. Slides always under control of instructor</li> </ol>	<ol style="list-style-type: none"> <li>1. Require photographic skill</li> <li>2. Special lens needed for copying and close-up work</li> <li>3. Can be gotten out of sequence if not properly stored</li> </ol>
9. Filmstrips	<ol style="list-style-type: none"> <li>1. Always in correct sequence</li> <li>2. Captions and sound can be added</li> <li>3. Projection rate controlled by instructor</li> <li>4. Require only simple equipment for projection</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to prepare locally</li> <li>2. Film laboratory must convert slides to filmstrips</li> <li>3. Cannot be rearranged</li> </ol>
10. Motion pictures	<ol style="list-style-type: none"> <li>1. Super 8mm camera and film reduces cost of materials and development</li> <li>2. Sound added inexpensively on Super 8mm film</li> <li>3. Good for large or small audiences</li> </ol>	<ol style="list-style-type: none"> <li>1. Equipment is costly</li> <li>2. Production skill required</li> <li>3. Film development may pose problems in some areas</li> <li>4. Not under control of instructor</li> </ol>
11. Tape recordings	<ol style="list-style-type: none"> <li>1. Easy to make with regular tape recorders</li> <li>2. Adaptable as instructing aid</li> <li>3. Tables can be reused.</li> <li>4. Can be listened to alone</li> </ol>	<ol style="list-style-type: none"> <li>1. Moderate equipment and maintenance cost</li> <li>2. Cassettes, batteries must be available</li> </ol>

### Flannel graphs or Flannel boards

A flannel board is a presentation board consisting of a flannel or felt surface to which objects backed with flannel, felt, or sandpaper will adhere. Flannel boards are cheap, easy to make, and they will take a lot of hard wear. They can be used for step by step explanation of procedures that would be almost impossible to describe without a visual aid, such as an IUD insertion.

### Models

These are harder to carry around but they have a three-dimensional quality. Models are more available in certain areas of the world. It may be possible to obtain models showing reproductive organs that enable you to show how tubal ligations and vasectomies are performed, or models of newborn babies and infants to use to demonstrate baby care. Models are excellent training aids, especially for demonstrating difficult procedures.

### Overhead Projectors

An overhead projector is a portable box using light to project a drawing made on transparent acetate, to a wall or screen. Although overhead projectors are not available everywhere, they can be good classroom devices, since an overhead projector can place an image on a screen behind a speaker facing the audience. A speaker can draw on the acetate, or can build a visual explanation using several transparent overlays, one at a time. These projectors do not require a darkened room and the machine is easy to operate.

✧ The learner can be drawn into the process of helping to create visuals and the acetate can be cleaned off and reused. The rate of presenting information can be controlled by covering the transparent acetate with paper and exposing it as you are ready to discuss it. Overhead projectors are useful for showing graphs and charts.

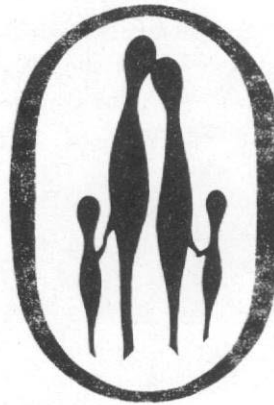
### Symbols and Posters

Everyone in India is familiar with the red triangle symbol and immediately relates it to the country's family planning program. Posters\* are colorful and eye catching, but if you design one, be sure it says the same thing to the people who see it that it says to the person who designs it. Instant posters can be made by projecting a slide on a large piece of paper and tracing around the projection.

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\* For a discussion of developing printed posters, see page 311.

Symbol of Singapore  
Family Planning Association:



### Slides

Slides are an excellent medium for message delivery because the speaker sets the pace of projecting them. Slides are not expensive to produce, have good color quality, the pictures are easy to make and commercial processing usually presents no problems. The presentation can be edited and tailored to specific audiences. The sequence of slides can be altered when necessary. Outdated slides can be removed from a series and new ones inserted in their place. If you choose to purchase a commercial package such as those produced by World Neighbors or IPPF, you can localize your presentation by adding slides you shoot with your own 35 mm camera.

Sound is optional. If you have a narration, it can be recorded on a cassette tape recorder, inserting "beeps" at those points where you want to advance to the next slide. Both slides and taped sound can be stopped at any point in the presentation to allow for discussion of an important point.

One disadvantage of slides is that they can easily be disarranged. Also, the cardboard mounts the processor provides can be damaged. Slides should be kept in numbered boxes, or trays, or transparent plastic wallets. They should be stored in an atmosphere of low humidity to help maintain their quality.

### Filmstrips

Filmstrips are a series of still pictures on a strip of spocketed film (usually 35 mm) often accompanied by sound in the form of records or tape.

Film strips are used to transmit information, teach skills, or persuade through individual or group viewing. They can be made up in black and white or color and projected on a screen, a white wall or sheet. The frames cannot get

out of sequence and the instructor controls the speed at which the film is shown.

The filmstrip is infinitely more economical to produce than motion pictures but the more sophisticated filmstrip projectors possess the capability of changing images as fast as three times a second, and this makes possible a sense of animation almost--but not quite--like a motion picture.

Unlike slide presentations, filmstrip productions must have continuity among the frames, thus must be well planned. One error in the filming will necessitate refilming the entire roll of film. You can make a filmstrip out of a slide set using a 35mm single lens reflex camera equipped with a close-up attachment attached to a copy stand or project the slide on a screen and photograph the image on the screen.

For storage, filmstrips must be rolled up in labelled plastic containers. Advantages of filmstrips are that filmstrip projectors are easy to work and the area where the film is shown does not have to be completely dark.

You can adapt commercial filmstrips for local use quite easily. Commercial filmstrips come with a written script and instructions for use, but although the topics may relate to your program, the pictures, and the script may not.

It is easy to black out the unwanted pictures, but it becomes rather difficult however, to insert localized pictures in a commercial filmstrip. A better approach would be to adapt the storyline, pictures and script from another country and remake it into one tailored to fit your audience.

**At the end...**

**Mrs. SARINAH  
goes to the clinic**

*Narration by Mieke Soegeng.*





Cartoons, drawn in squares in these proportions, can be photographed on 35 mm films and made into a filmstrip or into slides.

### Motion Pictures

Films can be chosen from film libraries to cover just about any subject you want to deal with. Family planning films can be transported to remote areas in mobile vans and shown in public parks, using a projector powered by a self-contained generator. Films can also be adapted for television. The story of the Miracle Village Mothers' Club in Korea was made into a documentary film and adapted for TV and commercial distribution. Check community resources for films such as libraries, universities, schools and other local agencies, and United Nations agencies to see what is available locally that would be applicable. Consult the International Planned Parenthood Federation\* (IPPF) or your national family planning program for resources.

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\* IPPF Resource Lists are available from International Planned Parenthood Federation, 18-20 Lower Regent Street, London SW1, or from IPPF Regional Offices.



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## EXAMPLE

### A Commercial Family Planning Film\*

Producers of the film "Batingaw" were able to link family planning themes with drama and entertainment to create a film that was both a box office and artistic success. "Batingaw" (The Bells of San Jose) was produced in 1974 by the Communication Foundation of Asia with directors and actors hired from the Philippine film industry. The film is set in a typical Filipino fishing village and investigates conflicts between poor and more affluent rural communities. The film took two and one-half years to produce because the story idea and script underwent several revisions and the foundation investigated several movie directors and stars before making their choices. In addition to being well-received at the box office, the film was recognized by the Filipino Academy of Motion Picture Arts and Sciences as one of the outstanding movies of 1974 and won two major awards at the 1974 Asian Film Festival.

## SOMETHING TO DO

Here are two cases describing situations in which audio-visual presentations could be used in response to a problem. For each case, select one or two audiovisuals, indicate why you have selected them, and describe how they would be used.

Case I. After many attempts to gain his support, the village leader in a small rural community will sponsor an open meeting for you as the area family planning fieldworker to discuss family planning. His influence is crucial in making any progress persuading many of the village men who had objected to their wives interest and favorable attitudes toward contraceptives. Your national family planning program has a film library from international agencies, but you know of no films made in your country. The local agricultural extension agent is a strong supporter of the family planning program and has some interesting analogies relating agricultural practices to family planning.

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\* From IEC Newsletter, no. 25/26, East-West Communication Institute, 1977.

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Case II. The board of directors of your private family planning association has questioned some of the proposed expenditures in your communication budget for the coming year. You have some information evaluating the Family Planning Month campaign undertaken during the past year. You want to show both the enthusiasm built up during the campaign and some data on increased acceptance of several methods of contraception. Many of the members of your board are active professionals with many other responsibilities and do not appear to have read the evaluation reports they have already received.

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### KNOW YOUR JOB

Planning is an essential in building an audiovisual presentation. We are suggesting the following blueprint for organizing your production work.

#### BLUEPRINT FOR PRODUCTION

1. Identify a need.
2. Research subject and audience
  - a. Level of knowledge and attitudes about family planning
  - b. What information needs to be emphasized
  - c. What are negative rumors
  - d. What are local needs and customs
3. Choose your audience
4. Decide on your objective
  - a. To inform
  - b. To promote discussion
  - c. To motivate
  - d. To correct rumors
  - e. To publicize services
  - f. To create awareness(objective may be multiple)
5. Determine budget and time allotment
6. Determine what medium you will use
7. Organize your material and production team
8. Make a synopsis or outline
9. Visualize (make a story board)
10. Write script
11. Do the job, using medium you have chosen
12. Pretest before showing

### SOMETHING TO DO

As a focus for our discussion of planning an audiovisual presentation, choose a problem or situation in your country's family planning program that can be addressed in an audiovisual presentation. Specify an audience whose behavior affects the problem and what you know about the audience. Then specify your communication objective and the medium appropriate to use in achieving that communication objective.

Write this information below.

Communication problem: \_\_\_\_\_

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Audience, background on audience: \_\_\_\_\_

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Objective, including communication approach: \_\_\_\_\_

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Medium: \_\_\_\_\_

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## Making An Outline

The first step in building a presentation is an outline or synopsis. There is no "best" way to transform your story outline into pictures and words. One good approach is to start your audiences with what they are familiar with and lead them into areas where they will learn new facts and acquire new knowledge. Another method is to start with an introduction to capture the viewers' attention, follow that with the "content," which tells the story and points to the solution, and end by summarizing the points you want the audience to remember. A third way is to involve your audience in the telling of the story. State the problem and invite them to help build the solution. This approach demands a skilled communicator who can guide the audience in the proper direction, but it can be rewarding for both communicator and audience.

The following are synopses of audiovisual presentations that have been distributed in the past by International Planned Parenthood Federation's Film Library.

1. Story about a young couple full of dreams for the future--theirs will be an ideal marriage. A friend tells the woman about the importance of family planning and takes her to a clinic where a wide range of services are explained. The young man refuses to discuss the matter. She sadly tells him they cannot be married. A friend persuades him of the need for family planning--a large number of children is not a measure of manhood. Several attitudes toward family planning are examined and the message is conveyed in several ways.
2. This filmstrip presents various reasons for limiting family size. It deals with the reasons for rapid population growth, poverty, overcrowding, unemployment, and the problems encountered in rural areas. Contrasts large and small families.
3. Comparison is drawn between family size and a crop harvest. A crop that has been thinned and properly cared for will yield better quality fruit. Likewise, child spacing allows for better development of each child and a higher standard of living for the whole family. Illustrations consist of simple line drawings.

### SOMETHING TO DO

Answer the following questions about each synopsis.

1. For what audience in your country could the production be designed?

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2. What would be the goal of each production--motivation, persuasion, instruction, etc.?

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Write a synopsis for the problem you are addressing from page 11. Discuss your synopsis with others in your group.

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After writing a synopsis or summary of your story, the next step is to "storyboard" it. A "storyboard" is a series of sketches or pictures which visualize each sequence in an audiovisual production. A simple "storyboard" will help you think about your production in actual pictures illustrating the narration. If you are doing a drama, one way to make a storyboard is to tack the series of pictures to a bulletin board in a tentative sequence. You may change the sequence several times before you are satisfied and you may discard some of your original pictures and add new ones. The storyboard gives you this flexibility at very little cost.

In addition to narration, write instructions to the photographer or the artist on the cards you will tack under each picture.

#### SOMETHING TO DO

Develop a storyboard, working from your synopsis.

#### The Script

Once the story board is organized you are ready for the final step before shooting the pictures--transferring the storyboard information to a script. The script will contain the finished narration and directions for filming or art work.

The script should be set up in two parallel columns. One for visuals, (instructions to the photographer or artist); the other for the audio (narration, sound effects, music).

The script should have four components:

1. Theme--a central idea

2. Organization--a fast start, a strong middle, and a distinct conclusion
3. Text--simple and concise
4. Technique--full use of available sound and appropriate visuals

Sentences in the test should be clear and concise so their meaning is telegraphed immediately to an audience. Pay special attention to the sound of the words. In narration, use rhythm and words in pattern--and use them to create mood and feeling as well as to provide information. Be sure words flow naturally from one to the other. Read the script aloud to yourself to eliminate verbal stumbling blocks.

Use dramatic narration, dialogue, or music to "bridge" the scenes, for emphasis, and to establish mood and locale. Use sound effects for increased drama. Alternate medium and long shots with close-ups for interest and variety.

Use sound to make transitions from one scene or location to another.

Organize a production so an audience can stay with it effortlessly. Arrange it into sequences or "acts." This results in a logical orderly unfolding of the story.

"Pace" the presentation. Break up frame lengths, stagger them with long frames among the shorts, and shorts among the longs so there is no set pattern.

All productions need a theme or central idea--a thread that continues through the presentation and links together the various points to be made. Present your material in such a way that the subject is never in doubt, and stay with the theme you choose both visually and in your narration from start to finish.

An example of an effective script for a family planning slide show produced in Indonesia entitled "Pak Panut" is included in Appendix III.

[illegible]

## SUMMARY

In this section, we have described several kinds of audiovisual aids, from relatively simple and inexpensive tools such as flannel boards and flip charts to films. We have listed some of the relative advantages and disadvantages of each kind; you should evaluate whether those we have listed apply to your situation. We have also tried to have you develop ideas for using these media in your program.

Your job has been described--the steps involved in production of an audiovisual presentation--whether it be a series of photographs or a filmstrip. In this exercise, we have emphasized the need for planning.

In the next section we will discuss a wide variety of traditional media.



## SECTION II: TRADITIONAL MEDIA

Traditional or folk media transmit the collective wisdom of generations past through song, dance, drama, and storytelling, and pass it along to younger generations for safekeeping and wise counsel. Traditional media portray or relate the details of daily living, behavior patterns, and reactions to the problems of everyday life. They were devised as a means of educating and encouraging conformity so people could live together peacefully in a community. They are used in preaching moral values and teaching acceptable patterns of behavior. As such, they embody the people's beliefs, ethics, and behavior, and reflect their thoughts, sentiments, feelings, and values.

Folk media content is subject to change and revision as life forces change upon people. The media are flexible forms. They can transmit new ideas, new behavior patterns, new value systems, and mold them to existing conditions even as they discard the old ones which no longer serve.

In this section we will seek to "Know the Media," looking at folk media from several different cultures to help you identify media that might be used to support your program.

Then we will again discuss how to "Know Your Job"--how to develop ways for integrating family planning and other development messages into traditional art forms. We will pay special attention to not going too far in our efforts to use traditional media for our purposes--on how to find the right balance between old form and new message--and on how to enlist the support of artists to obtain this blend.

### KNOW THE MEDIA

Traditional or folk media covers a wide range of oral literature, performing arts, and visual arts.

The oral literature most commonly identified as traditional or folk media includes:

Storytelling

Proverbs

Riddles and jokes

Parables

Debate

Religious sermons

Poetry

Among the performing arts classified as traditional are:

Drums

Acrobatic dancing

Dance

Dance drama

Folk theater

Ballad singing or folk songs

Traveling minstrels

Street theatre

Pantomime

Puppets

The visual arts include paintings, sculpture, and hand loomed textiles. Symbols of a traditional nature can be used with any one or a combination of performing or visual traditional forms.

In each country there are folk forms which need to be identified and their flexibility carefully measured. Every country possesses a wealth of traditional or folk media, some of which dates back to antiquity. You know your own culture and can explore it to draw out folk forms that can be used to help you carry the family planning message to audiences who probably cannot be reached and impressed effectively by any other means.

Folk music is based in the years when each country was beginning to develop its "image" and the words of folk songs express the inherent spirit of the people. The words of some songs are lusty and bawdy and usually reflect the humor of the people.

"Villu Pattu" is a traditional Sri Lankan folk ballad used to promote family planning. "Villu Pattu," directly translated, means "bow song," a ballad interwoven with satirical narration. In the family planning ballad, the story is about the miseries of a large family that cause the father of another family to have a vasectomy. This theme is a radical departure from the usual "Villu Pattu" ballads.



*The Family Planning Association of Sri Lanka uses folk media to promote vasectomy. "Villu Pattu" is a traditional folk media that regained popularity in South India during the time of the well-known film-drama comedian, the late N.S. Krishnan, who used it as an effective vehicle to popularize the "temperance movement" during Mahatma Gandhi's time.*

In dance, fertility rites, agricultural themes, and subjects related to family planning can be expressed. In India, a particularly effective dance called "Restless Hands" was created to portray the population theme. The "restless hands" represent workers who come out on the stage in front of a white screen and search about for work. The dance ends with many hands demanding work but unable to find any--a curse of overpopulation.

Also, in India, dance dramas, eight centuries old, have this message: "Good triumphs over evil." Superhuman characters such as gods, demi-gods and demons impress the message upon its audience. They also employ a jester who can convey any desired message because of the flexibility of his role. One old accepted dance drama that has been molded into a new form changes a jester's ancient curse from: "Go to the earth and have a hundred children!" to "Can you support a hundred children, or even three or four?"



Yakshagana of Mysore State (India) is a highly stylized, almost classical arrangement of music, song, and dance, dealing with mythological themes.

Folk drama or folk theater includes songs and dances along with dramatic acting. It is distinguished by informality and occasional audience participation. Folk theater is a flexible folk media that can absorb new content and gradual format changes without audience criticism and rejection.

In Thailand a traditional art form is "Moh Lam." It is extemporaneous theater in which the players improvise rhymes and music to any theme the audience suggests, and cover such subjects as politics, marriage problems, and even religion. Moh Lam is performed at private parties or village festivals by a group of about ten actors. The performance begins at dusk and often continues until dawn.



A Moh Lam troupe performing a courtship duet.

Advice on family planning fits easily into routines that normally deal with the earthy side of sex and marriage. For example, musicians accompany two singers who begin a boy-girl duet of courtship, love, and marriage. After a few notes the boy begins, "Will you marry me?" The girl replies in song, "I want to marry you, but I'm afraid to have too many children. Will you wear a condom?"

Puppets are not merely dancing dolls. Over the years, puppeteers have demonstrated that people will accept new ideas if they come from a puppet source. Puppets have no ego; they can deal with delicate subjects boldly, saying things that actors cannot.

The Wayang Golek Shadow Puppets of Southeast Asia are considered the oldest form of theater. These shadow plays have drawn their themes from the Hindu epics, the Ramayana and the Mahabharata, but are adding new developmental themes to their repertoires, and adapting the old familiar ones.



The Philippines approach includes concentrated integration of messages in many different acceptable forms of communication available in the Philippines.

In the Philippines, where the Wayang puppet plays have been used to promote family planning, the producers have decided that the usual Wayang puppet characters with which the people are familiar could not deliver the family planning message. One character, Semar, the fool, who is almost always allowed to



comment on the lifestyle of the people, has been assigned to deliver the message. Semar can prescribe new modes of behavior and, because he has no ego, the people are not offended.

A Wayang production in Indonesia has as its theme the struggle between good and evil. The plot deals with a feud between the peace-loving men of Amarta and the overpopulated giants of Gilling Wesi. Intrigue follows upon intrigue. The "good" country distributes a magic formula names "Warga Binangun" to make them healthy and prosperous by reducing the number of offspring to promote the health of mothers and children. The evil giants have to distribute a narcotic antidote to weaken the people of Amarta.

In the final sequence, a prince and advisor arrive. The head of a rural family named Semar asks how the "Warga Binangun" message can be carried out. The prince and his advisor tell him: by taking remedies, by wearing devices, by the calendar system. They advise him also to seek further information from the "Warga Binangun" clinic.

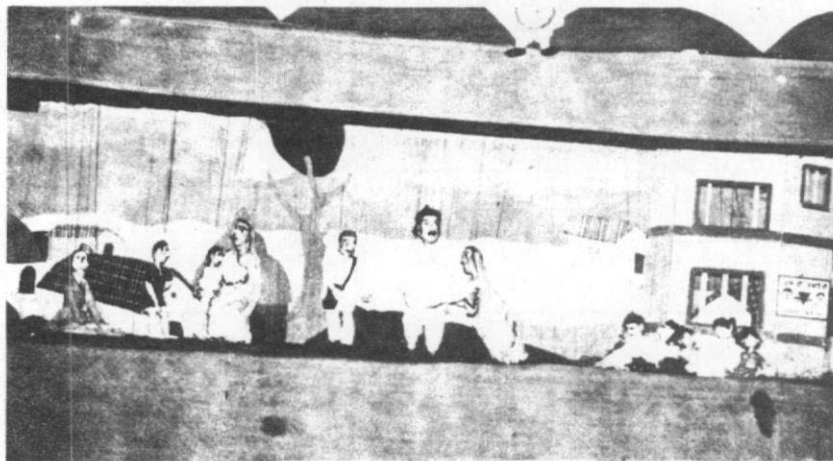
The presentation concludes with the following family planning song:

"Planned parenthood  
arrange the life of people  
of the family, to be in harmony,  
welfare and peace.

Not to break them  
who affect each other.  
Or to separate them,  
who love one another.  
Just to regulate and fix the seed  
to beware of being burdened.

Though you're wealthy  
with a huge income  
it's doubtful you'll meet happiness  
If continue giving birth the children.

A string puppet show in India entitled "The Mystery of the Underwear" is the story of a guru whose problems are compounded because of acquisition of property. He decides on marriage so his wife can supervise all of his acquisitions and he can spend his time in meditation and prayer. The consequence of his marriage is numerous children who scream and yell at each other, upsetting his well-ordered life. The play concludes with the guru's disciple showing his master a clinic with the red triangle and four happy faces, India's symbol for family planning.



A scene from "The Mystery of the Underwear." The red triangle marks the family planning clinic on the far right.

#### SOMETHING TO DO

List five folk media forms popular in your country or region that might be used to transmit ideas in support of family planning. Explain how you might change the traditional message and what the new message would be.

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### KNOW YOUR JOB

Extreme care is necessary in blending folk forms with family planning in:

1. Identifying flexible elements in the form.
2. Treatment of the message to be injected in the form.
3. Presentation of the program to the identified audiences.

Communicators, may be tempted to "overload" traditional forms with the family planning message. "Overloading" destroys the credibility of the folk form and may alienate the audience. The messages must be integrated skillfully into

old and trusted forms so that the audiences will feel that they are logical parts of the performances.

Injecting a family planning message into a folk form that has existed for centuries is tampering with the very roots of the culture of the audience you are trying to persuade. You will need to find out more basic information about your audience for this exercise than you might need to know before you write a news story or produce an audiovisual presentation because you are not just transmitting information, instructing, persuading, or engaging in dialogue; you are also dealing with a community's social mores, and attempting to remold them.

The many facts you will have to find out about community attitudes are buried deep in your audience's cultural backgrounds. Some of these attitudes you may know; others you may be able to learn through studying about them; still others you may have to ask about. And remember, your fieldworkers can be a source of information for you.

No entertainment medium can be loaded with information beyond the point where the entertainment will diminish and the developmental message will be of paramount importance. The rural audience, so hungry for entertainment that they will often stay awake all night to watch a show after working all day, will not tolerate too much sermonizing. They want, primarily, to be entertained. The message you want to convey must blend into the entertainment naturally.

The presentation of the family planning message through traditional or folk media need not simply provide information on family planning. That could be rejected because it is too obvious. The message could deal with values that relate to family life such as the changing status of women, relations between husbands and wives, responsibilities of parents, improvements in the quality of living, and ways people can plan their lives so that life will be better. And the message that family planning is not new or unusual, but that one way or another it has been practiced for centuries is an important one.

Bear in mind that while the content of folk forms can reinforce social change that is already occurring or introduce new ideas, it should not propagandize. You must relate the discussion of family planning to the cultural mores of the community. People in some cultures openly discuss sex, love, and childbearing--sometimes with humor, sometimes with reverence, and sometimes with ridicule; others treat the subjects with delicacy, if at all.

A prime resource for your job is the folk artists and performers. Many are opinion leaders. They are able to influence audiences in ways other than by performance alone, but surely through their skill they can evoke moods and make an impact that will remain long after the performance is over. Local performers know the local communication network. In daily life they are in contact with the villagers

who see their performances. They are products of the same cultural group, speak the same dialect, and have probably earned the respect and admiration of the villagers because of their artistry. Enlisting their help is an imperative.

Fieldworkers can instruct folk artists in the philosophy of family planning by means of educational programs or workshops designed to draw parallels between the messages the folk artists are conveying in their performances and the message you want to convey. This type of educational program for folk artists has already been undertaken in some countries, as you have seen in the examples of adapted folk forms above.

Some folk forms employ an "ego" or a personality--a star performer--to communicate with the audience and many people, particularly young people, can identify with these personalities. In addition, messages can be transmitted effectively without an intervening personality using puppets, animals, mask presentations, and giant figures. Jesters and clowns, too, can make pointed statements the audience will accept because there is no intervening ego. Therefore, the puppeteers, jesters, and clowns as well can be educated to the need for family planning so they can weave the message into their performances.

#### SOMETHING TO DO

List folk artists or performers in your area that might be persuaded to incorporate family planning messages in their performances. Suggest how you would approach each of them.

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In training artists in the precepts of family planning and helping them weave the message into existing folk forms you should, if at all possible, seek the help of those in your country who possess information on different cultural patterns. Where will you look for such people? Governments are more and more concerned with keeping alive folk forms in their countries and have agencies whose sole task it is to deal with traditional forms of art.

India, since 1954, has used folk media for development communication. At that time the Indian government established a Song and Drama Division that has organized an average of 14,000 folk performances annually at the community level. The Song and Drama Division employs 800 artists on a regular basis, and in addition subsidizes 400 private registered folk troupes all over the country that present performances from time to time on various developmental themes, including family planning.

The Youth Civic Action Program in the Philippines has family planning as one of the areas in which students must work. Stage shows, plays, and Zarsuelas on family planning are produced in the program, and the students get high school and college credits for working on them. The CAP is a prerequisite for high school graduation, and at a more sophisticated level, for college. The government, concerned about reinstituting traditional media that might be lost to the people if it is not fed, provides incentive by underwriting a percentage of the production expenses.

In addition, universities have departments devoted to the study of anthropology, including folk art and folk theater. Museums of natural history can provide resources. The United Nations through its Fund for Population Activities (UNFPA) and Unesco has undertaken studies of the use of folk media in many different countries to multiply developmental messages. Unesco, in particular, is concerned with teaching people how to incorporate the family planning message into traditional forms.



## SUMMARY

In this section, we have described how a variety of oral literature and performing and visual art forms have been adapted for use in promoting family planning and other kinds of social development. We hope you have found ideas you can use in your own work in promoting family planning.

We have suggested some principles you should keep in mind.

1. Family planning messages must be integrated into folk forms with extreme care. "Overloading" your message may destroy the credibility of the folk forms.
2. Family planning messages for folk media should be based on a thorough understanding of your audiences beliefs, customs, and taboos.
3. Folk artists can be helpful in developing messages appropriate to both the form and the audience.
4. Government agencies, university researchers, and students who are interested in preserving traditional art forms can be enlisted in your effort to integrate family planning messages into folk media.

This unit completes our discussion of the kinds of media you may use in your family planning communication programs. In the next unit, we will look at how to use several of them together.

### SELF-TEST

1. List at least four audiovisual aids and their advantages.

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2. List 12 steps in the production of an audiovisual presentation.

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3. Identify at least two folk media available in your country and explain how each can be used to support family planning.

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4. List four resources for integrating folk media into your family planning communication program.

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### ANSWERS TO SELF-TEST

1. Check your list against the chart on page 349.
2. Check your answers against the Blueprint for Production on page 336.
3. Compare your answers with the list on pages 365 to 366 and discuss your answers with a colleague.
4.
  - (1) Folk media performers can help in developing messages appropriate to the media form and audience.
  - (2) Government agencies.
  - (3) University faculties and museums.
  - (4) Students who have shown interest in preserving traditional art forms.

UNIT VII

USING THE MEDIA TOGETHER

### UNIT OBJECTIVES

When you have finished this unit you will be able to:

1. List and explain five steps in selecting media.
2. List at least two advantages of communication campaigns.
3. Outline a mass media campaign for one or more audiences.
4. List the four elements of the "reach and frequency approach" of commercial advertising.
5. List several ways in which mass media and interpersonal channels can be used together.
6. List at least two advantages of radio forums.

## SELECTING MEDIA

Up to this point we have approached the media one at a time--and have analyzed each for the special characteristics and the variety of ways they can be used to advance our programs.

Each medium has strengths, but we will see how the importance of each can be enhanced when used in harmony with each other.

The public information officer could be likened to an orchestra conductor who must blend the efforts of several different instruments with a harmonious whole. On top of this he or she must often write his/her own music.

Family planning communication can be:

a jingle played on the radio

a red triangle on a clinic door

a panther staring down from a billboard

two women talking at the well

a question answered in a newspaper column

You have the capability of placing information into all these channels at once. But each message must reinforce the others, the facts must agree, the emphasis must coincide--or you create confusion.

Your total effort is toward an understanding of your program among diverse publics responding to multiple media.

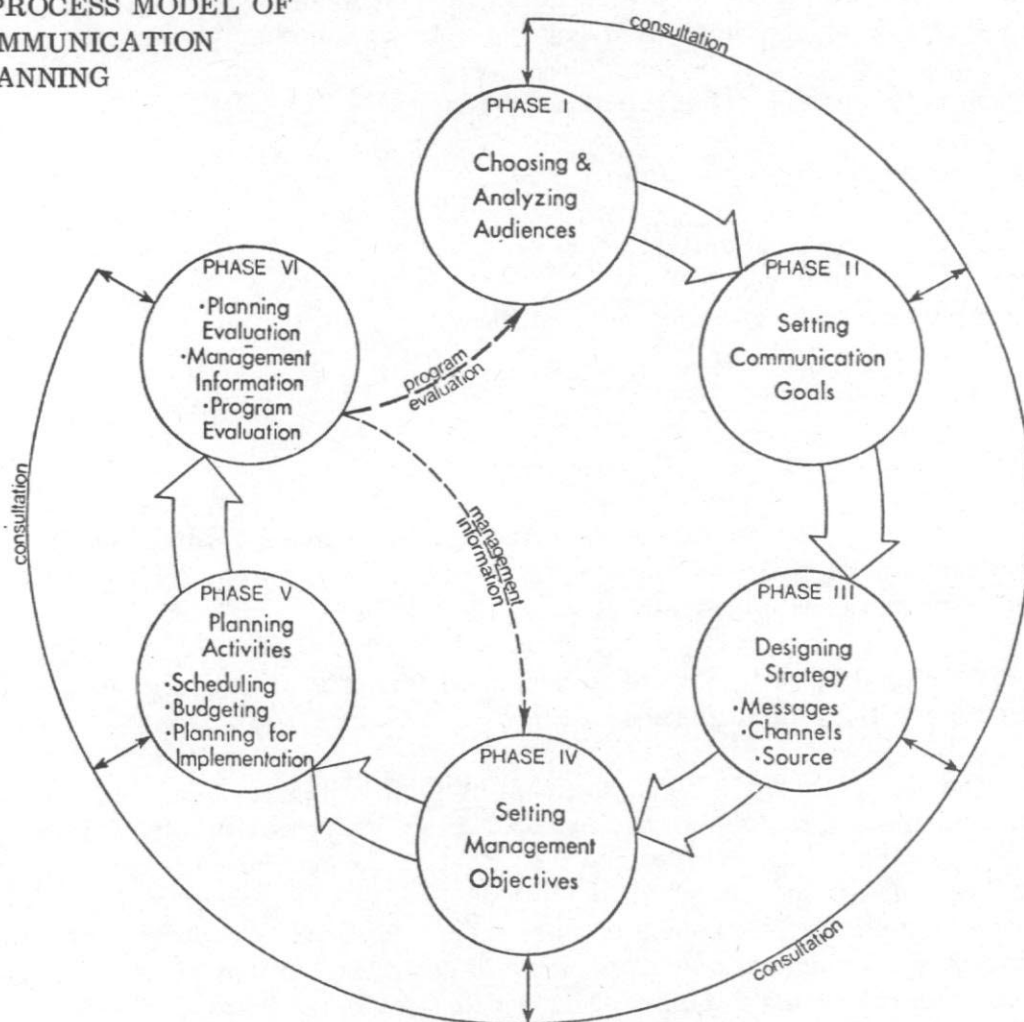
The value of a multimedia approach to family planning communication is well-documented. Studies in Iran, India, Taiwan, and other countries show that when a wide range of media are used the effect on the audience is greatly multiplied. (We will examine in greater detail a study of a multimedia campaign in Iran.) Research also shows that the use of mass media channels in coordination with interpersonal communication will be more effective than either one used alone. In addition research on the diffusion of innovations indicates that individuals rarely rely on only one channel of information before making a change in their behavior; they consistently use two or more. Therefore the reinforcement provided by the use of the same messages in different channels is important. The effect of the communication in two or more channels is greater than the sum of the effects of each.

Unfortunately program officials often make decisions about using any

channel as if it were independent of others. One week you must develop a series of radio spots, the next week, four posters. If you use common themes in both media, the message of each will be reinforced in the other, and you also will economize on the time and effort spent in developing two separate sets of slogans and themes.

Though we know that a mix of channels is most effective--researchers also acknowledge that we do not know enough yet about the best mix. This of course will vary by country and program. Selecting a mix of channels is part of a larger process of communication planning. A model of this process has been suggested by Middleton\*:

#### A PROCESS MODEL OF COMMUNICATION PLANNING



\* For a more detailed discussion of this model see John Middleton with Yvonne Hsu Lin in Planning Communication for Family Planning (Honolulu: East-West Communication Institute, 1975), pp. 9-13.

You should keep in mind the whole process though we will be concentrating on one segment of it--in Phase III, designing channel strategy. We will assume that you have already identified the groups that most affect family planning problems in your country and have attempted to develop information about these groups' behavior and access to communication (Phase I of our planning process). We also assume that you have set certain goals for your communication activities and have stated these goals in a way that you can later evaluate your effectiveness in meeting these goals (Phase II).

You will then analyze your goals in terms of the communication approaches they require and design messages and select media to carry out your goals.

Selecting media is our concern now. Middleton (1975, pp. 86-88) has offered five steps in selecting media that are closely related to the Nine Knows introduced in this module:

1. List the channels that reach your audiences--that is, know your publics and all about them, including their media habits.
2. Evaluate each channel in terms of the communication approach needed. Know the media--what each can do and cannot do.
3. Determine whether appropriate media are available. This involves knowing the media personnel and whether they can be encouraged to cooperate with you; knowing your budget and knowing your resources to determine whether you have the time and talent to make effective use of a medium.
4. Determine the cost-effectiveness of available media. Again, you must know the media and what it can and cannot do and know whether your budget will allow you to use that medium.
5. Use several channels--know how to mix the media.

Let us take each of these steps in more detail.

1. List the channels that reach your audiences. Go through the media file you have developed in your Workbook and note each channel reaching the groups that you have identified as priority audiences. For example, your family planning program has decided that its priority target is to encourage young couples to space their children and to limit their families to two children. Your program has decided that wives are the most important group to reach, but that husbands will also be an important audience. Looking through your media file you might discover under "Radio--drama programs" that surveys show they are extremely popular with women 20 to 35 years of age and that 10 a.m. to 2 p.m. are the peak listening hours.



Looking further you might also find under your magazine file:

"Home Life magazine, aimed at young housewives, includes articles on childcare, fashion, cooking, and fiction articles.

"Personality magazine: popular with teenagers and men and women of all ages; features interviews with entertainers, political leaders."

You also find audience references to young men under "News-papers," for the news and sports sections.

Pull out everything available in the media file for these particular audiences. What you do not use now will still be available as you concentrate on other groups. You also may not have as much detail in your file as you like. You know that Personality magazine appeals to men and women of all ages. It would help you if you could segment this audience further, for example, if you knew whether this magazine were more popular with persons who have a high school education, or with college-educated couples. Where research is not available to supply the answer, you will use your own judgment. (You can also pass this question on to persons within the program or in research institutions who might be able to help you get the information.)

#### SOMETHING TO DO

Do Exercise VII, "Audience Cross-File," in your Workbook.

2. Evaluate each medium in terms of the communication approach being used. As we discussed each communication medium, we have given some suggestions about its effectiveness for each of the four basic communication approaches. As you are deciding whether or not to use a particular medium for a given message, you will want to give more thought to this. If your message requires an information transmission approach, all of the mass media can be effective in getting information to a wide audience. Instruction is perhaps most difficult in that learning objectives should be tailored to the learner and there should be opportunity for practice of new skills and reinforcement of newly learned behavior. Mass media can provide opportunities for instruction if the behavior to be learned can be modeled in a skit or drama such as on radio or television.
3. Determine whether the media are available. We have already discussed some of the factors that may affect whether a particular medium is in fact available for use in disseminating family planning information.

Government policy or laws can prohibit the discussion of contraceptive methods on radio or television, for example. The editorial policy of a newspaper or magazine may be another factor. The cost of making a film may make this medium in fact unavailable to your program.

4. Determine cost-effectiveness of available media. Even if the cost of a given channel is relatively low, you will want to consider its relative cost-effectiveness. Through cost-effectiveness analysis (or cost-benefit analysis) you compare the price tag for media time or space plus staff time against certain outcomes you can measure, such as the number of new contraceptive users or number of pregnancies avoided. Unfortunately, there is little information of this kind available (See Wilbur Schramm, "Communication in Family Planning," Reports on Population/Family Planning no. 7 [April 1971], p. 40). What information there is may not be relevant for your situation. Media costs vary by country; and audiences for various media of course also vary from one location to another. Still, the costs computed by other programs may be useful as you begin to gather information on media costs in your area.

Early in their program family planning administrators in Taiwan demonstrated how much could be done with a small amount of money. For US\$2,000 they ran a nine-month campaign that involved radio spots, slides before movies in cinema houses, and village health nurses. With this small outlay the program increased knowledge of and improved attitudes toward family planning and was effective in gaining official support for further public information campaigns. Funds for public information and education in Taiwan rose to \$152,000 in 1970.

Most available cost figures are for total expenditures but a campaign total can be compared against an increase in the number of contraceptive users or contraceptives distributed. For example, in the Preethi promotional campaign in Sri Lanka where commercial marketing techniques were used to distribute condoms, the total campaign cost of \$20,000 can be compared against the number of condoms sold, an average of 30,000 a month. This kind of comparison does not always give you form cost figures. A study of a radio campaign in Colombia shows how tabulation of cost per acceptor varies with assumptions one makes about media effects.

Since not enough is known about what it costs to get an acceptor to a clinic by using different channels of communication, you will have to begin to collect your own data. Often you will be relying on your own experience and other expert opinion how to use your budget.

5. Use several channels. At the most basic level, the principle of using several channels implies examining how materials developed for one channel can be repeated in another. It is a way of getting double or even triple the return for your work. For example, a radio script with a few visuals added may become a television or film script. Or, a film script, if it has a good dialogue and narrative, can also serve as a radio script. Often newspaper inserts or advertisements are also used as posters.

Here are some other examples. The syndicated personal advice column had long been a regular feature of newspapers until radio networks realized it could be a popular feature there as well. The originators of the Gloria Riggsbee family planning newspaper column realized their material would also make a good radio feature.

#### SOMETHING TO DO

Compare the Gloria Riggsbee newspaper column below and radio script adapted from it (page 190 in the radio unit) and evaluate whether both are an effective use of each channel. What communication approach is being used?

#### PREGNANCY PLANNING AND HEALTH

by Mrs. Gloria Riggsbee

Dear Gloria:

I started taking birth control pills a month ago, not knowing at that time that I was already pregnant. Of course, as soon as I realized I was going to have a baby, I stopped taking them. Now I am worried that the pills may have harmed the baby. Is this possible? Or could they cause me to lose the baby? My husband and I had not planned to have a baby just yet, but now that we are expecting, I don't want to have anything go wrong.

Mrs. W.

Dear Mrs. W.:

No, the birth control pills you took will not have any effect on the baby, nor will they cause a miscarriage. You did not mention seeing a doctor since you discovered you are pregnant. If you have not yet been to the doctor, please do so--regular doctor visits during pregnancy are very important, both for your health and that of your baby.

Dear Mrs. Riggsbee:

There are so many kinds of birth control pills now--not only different brands, but different strengths. I understand some pills are stronger dosages than others. How does a person decide

P.R.

A woman doesn't decide which type of birth control pill she should take. This is one reason the pills are not available except by prescription. A woman needs to be examined by a doctor and interviewed by the doctor or a nurse or social worker before a decision is made as to whether or not she should take the pill at all, and if so, which type.

[illegible]

## SOME ANSWERS

Basically, Mrs. Riggsbee provides a means of information transmission. The writer of the first letter wants to know whether using birth control pills will harm her unborn baby. In the second letter, the writer wants information about different brands of pills. The column is also used for persuasion--to encourage couples to get proper medical advice when needed. The persuasion can be based on knowledge of the audience since they are questions from the audience. The column and the radio programs are developing Mrs. Riggsbee as an important communication source (even though she is a pen name for several writers) for more effective persuasion. Although the column does "instruct" people to seek medical advice, there is little opportunity for reinforcement. The approach also takes the form of dialogue, but does not consider mutual problems nor are alternative points of view expressed.

Look at the magazine advertisement below which was developed as a public service for Planned Parenthood in the United States. Consider another medium in which a similar message could be used.



**Get to know the two of  
you before you become  
the three of you.**

Get to know what you both really want.  
What you both really want is to be  
part of your friends' special anniversary  
celebration. But to avoid a bunch of  
the usual, it's a good idea that none of you  
be the one to suggest a group of  
the group to go to a restaurant. Instead, the  
one who suggests a group of the group  
to go to a restaurant should be the one  
to suggest a group of the group to go to a  
restaurant.

## Planned Parenthood

© 2004 Blackwell Publishing Ltd, *Journal of Internal Medicine* 255: 105–112

## RADIO SCRIPT

### "Get To Know The Two of You"

OPEN WITH PP THEME MUSIC, THEN UNDER.

GIRL: What sign were you born under?

BOY: Do you really think rock has had it?

GIRL: How do you like your coffee in the morning?

BOY: Do you like to sleep late on weekends?

GIRL: Can a wife work and be a mother at the same time?

BOY: Should a husband help with the housework?

GIRL: Where would you like to live--city or country?

BOY: Should we spend a couple of years in Europe?

GIRL: How often should we have relatives over?

BOY: Do we take our parents in when they get old?

GIRL: How many children do you want?

BOY: How many children do you want?

MUSIC UP, THEN UNDER.

ANNCR: Before a couple can decide how many children they want, there are a lot of questions that have to be answered: what you're both really like . . . what you both really want out of life. Only time can give you the answers. But an unexpected pregnancy can rob you of that time. And the fact is that more than half of all the pregnancies each year are unexpected. (BEAT) Get to know the two of you before you become the three of you.

For more information, write Planned Parenthood, Box 898, Radio City Station, New York, 10019. That's Box 898, Radio City Station, New York 10019. Planned Parenthood. Children by choice. Not chance.

GIRL: How well do you think you know me?

BOY: How well do you think you know me?

\*\*\*\*\*

If you answered radio, you think like the advertisers who developed the campaign. The conversational tone in the magazine ad copy, transferred rather easily to a radio script. Although it is not the same copy, it effectively repeats and reinforces the basic message, "Get to know the two of you before you become the three of you."



There are also examples of bad adaptation of a message from one channel to another. It would be a waste of money, for example, to try to get the Gloria Riggsbee column on television. You would not want to use a visual channel unless you had something powerful to present that way. Large amounts of statistical data, which you can convey in a newspaper or magazine article, are often lost in a radio news report or spot announcement.

### SOMETHING TO DO

Adapt the following newspaper advertisement to at least two other communication channels. Explain reasons for your choice, and rough out a brief outline for a script, or pamphlet copy.

**Girls, you don't have  
to get pregnant !**

Family Planning Clinic  
1000 1st St. N. W. Washington, D. C. 20004  
(202) 462-1234

**Plan your family  
better your life!**

The New York Times  
Family Planning Clinic





This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



### SOME ANSWERS

The advertisement below was used in a family planning campaign developed in Jamaica and it includes women representing each of the country's major racial groups. Each woman was pictured individually on giant billboards at major intersections in the capital.



The ad was also repeated in various formats on posters and as a slide-with-voice on television and in cinemas.

Although the basic message is short, it can be adapted to media that permit more extended treatment, such as in magazines or newspapers. One could put in more work to develop a newspaper feature article, for example, by interviewing several young women of various racial groups on why they have decided not to have children for the time being

### CAMPAIGNS

Repetition of messages through several media is the basic element in an information campaign. Campaigns involve a concentration of communication activities within a certain length of time--two weeks or two months or more--usually to achieve a specific set of goals within specific audiences.

Since a campaign usually has a specified beginning and end it is easier to evaluate how well the messages and selected channels achieve the communication goals. Research has shown that campaigns can be effective variations from a

continuous program. They provide a change of pace for the communication staff and thus help renew staff interest and creativity. When the messages are multiplied through numerous channels over a short period of time, there is a greater chance of an individual being exposed to a family planning and having that exposure reinforced.

By looking at a successful campaign in greater detail, one can identify principles to consider in developing your own campaigns.

### THE ISFAHAN CAMPAIGN\*

The Isfahan campaign in Iran involved both mass media and personal channels of communication. The campaign proceeded in stages. After an intensive survey of the attitudes toward and practice of family planning throughout the province, men and women in the literate and relatively well-off-segment of the population were identified as the most likely to accept family planning. In addition to a favorable attitude toward family planning, they also had a higher mass media exposure than other groups. Appeals appropriate to these audiences were developed after extensive pretesting. The campaign planners specifically planned to coordinate various communication approaches and channels so that they reinforced each other.

#### Analyzing and Choosing Audiences

Through a preliminary sample survey, the campaign planners developed information on the most used media channels in the province. They learned that:

- Radio--75 percent of the population had listened to radio at least once and 65 percent owned a radio. Of all listeners, 84 percent listen at home, 50 percent listen daily. About the same number of people (30 percent) listened in the morning as in the evening; 69 percent listened on Friday; for 25 percent the day of the week made no difference. The provincial station was heard by 36 percent and the national capital station by 64 percent. News programs had an audience of 44 percent; plays, 40 percent; music, 23 percent; an educational program by 15 percent; 27 percent had heard family planning information on the radio at the time of the pre-survey.
- Television reached 36 percent of the population occasionally, and 12 percent owned a TV set. Television was not used in the campaign.

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\* For more information on the study of this campaign, see "The Isfahan Communications Project," Studies in Family Planning, vol. 4, no. 4, April 1973.

- Twenty-eight percent of the population were moviegoers; 31 percent went weekly; 16 percent, monthly; 24 percent remembered pre-film advertisements with music.
- Newspapers could be read by 33 percent of the population; of these, 73 percent actually did read--36 percent, daily and 24 percent, weekly; 14 percent read all sections of the paper; 34 percent, news; 22 percent, accident accounts. Of illiterates, 22 percent had news read to them by a family member. The pre-survey showed that 14 percent had read something about family planning in the paper.
- Magazines were read by 21 percent--56 percent of these read a magazine called Today's Woman.
- Mail reached 58 percent through home delivery. Even those who could not read were assisted by family members or friends.

The literate and relatively well-off members of the population were found to be more favorably disposed toward family planning but not all were practicing it. These were seen as most likely to respond to a mass media campaign because they had greater media exposure.

#### The Campaign Message

Recalling the experience of commercial advertisers, the campaign planners wanted to develop a symbol or slogan that would serve as the focal point of the campaign and would be associated with the idea of family planning. The theme had to be something that could be used within the local media, would be immediately recognizable, and have no prior significance so that it would stand only for family planning. It had to be bold yet simple and easily reproduced.

Pretesting showed that slogans providing information on contraceptives and appeals for a two- or three-child family were most popular and that women were concerned about the safety of the methods.\* Slogans which mentioned "family planning" were strongly disliked by some. In terms of the concepts we have been using, the audience seemed interested in information transmission about the safety of contraceptive methods and was open to persuasion about desirability of smaller families. For both approaches it is appropriate to use a wide variety of mass media.

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\* For further study of the principles of pretesting see the module by Iqbal Qureshi and D. Lawrence Kincaid, Pretesting Communication for Family Planning. (Honolulu: East-West Communication Institute, 1977.)

Three sample posters proved most popular in the pretests. One showed a hand holding a cycle of pills, the second a small family and the third showed a doctor talking to a woman. The standard poster developed was a composite of all three.

The theme that emerged consisted of a rhyming slogan "Two or three children are better; the loop and pill are safe"; a musical jingle--the rhythmical ringing of a bell called the sangole; a design--a drawing showing the family planning symbol and a female doctor displaying the loop and pill to a two-child family.\* The symbol used was that of the national family planning program--a native flower enclosing a family of four (in the upper left-hand corner of the poster).

These elements of the theme were repeated throughout the various media. The slogan was printed on all materials--leaflets, posters, banners, mailings, newspaper and magazine inserts--and broadcast on the radio, in cinema houses, and from loudspeakers. When broadcast, it was accompanied by the musical sound symbol. The poster design was used in banners and newspaper advertisements, and repeated three times in a clip developed for showing in cinema houses.

#### Planning Activities

The campaign was designed to take place in two stages, using only radio for three months followed by a full media campaign for three months. The three months before the campaign were devoted to preparing materials.

For one month, complete review of radio programs was made and in response more than 90 items were prepared for radio. Those included spot announcements from 20 seconds to one minute in length, dramas, discussions, news items, interviews, and talks. Local scriptwriters adapted family planning materials for special interest programs such as for farmers and soldiers. All spot announcements also included the slogan and sound symbol. Post box and telephone numbers were included in each for those who would want further information.

Two leaflets for mailing were prepared. One was directed at religious, business, and government leaders explaining the population problem and including statements by the Shah and by Muslim leaders. The second, aimed at women who had recently given birth, described the IUD and pill and contained coupons for a free cycle of pills.

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\* The design was modified after the initial campaign to show a infant second child. This would suggest family planning to space the births of the two children and that the couple was seeking family planning information fairly early after the birth of their child.

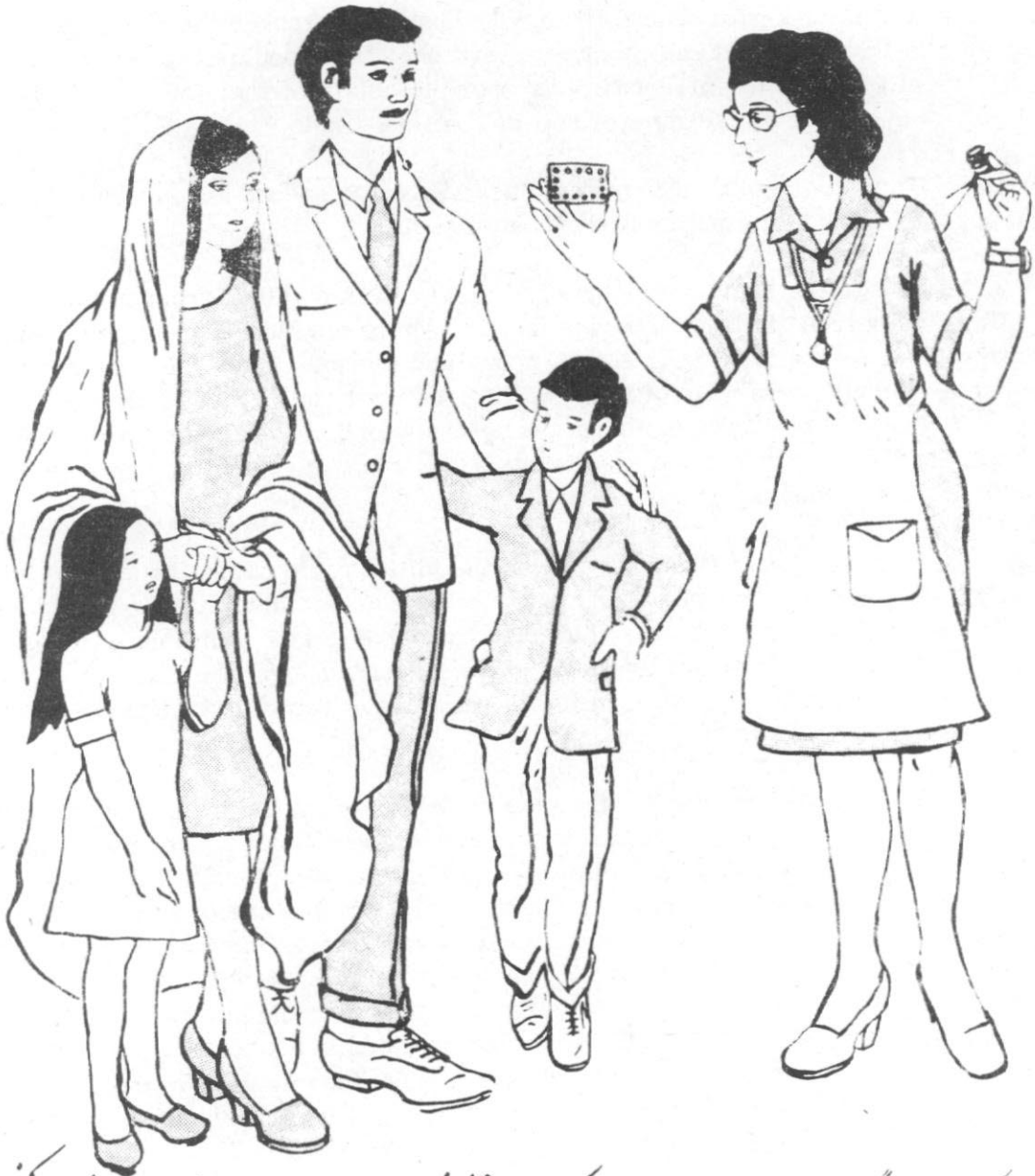


"Two or three children are better"



دو تا سه بچه بهتره  
حلقه و قرص بی ضرره

"The loop and pill are safe"



برای جلوگیری از حاملگی بوسیده (قرص - لوپ) به مرکز بهداشت و تیم خانوادگی کل و یا سپاه بهداشت می‌روند

For prevention of pregnancy go to the Family Planning Center at the Health Station or Health Corps Team for the loop and pill



Newspaper releases describing the project and the national family planning program were prepared. Newspaper publishers and reporters were invited for a meeting with a medical doctor heading the project. Thirty thousand magazine and newspaper inserts aimed at men discussing the population problem, describing contraceptives, and giving clinic locations, were prepared.

A film company was hired to prepare a 90-second clip to be shown in movie theaters. The film opens with the poster, slogan, and sound symbol. The next images are a contrast between a poor family with many children and a well-established family with two children. The narration makes the same contrast. The poster is then repeated and the picture switches to a popular female doctor describing the pill and loop. Information on where to obtain further information is included before the poster and slogan are repeated a final time.

The campaign theme was also used in an 18-second announcement for sound trucks and in exhibits put up in 23 locations.

Before the radio campaign, permission was obtained from government officials for free air time. During the first three months, a one-minute spot was aired three times daily at 11 a.m., noon, and 6 p.m. Five- and ten-minute announcements by various officials were broadcast once a week between 6 and 7 p.m. Since all the spots included a telephone number to call for further information, an operator was on duty ten hours a day to answer questions and mail leaflets to those requesting them.

In a one-month interval between the initial radio campaign and the full campaign, clearances were obtained for use of the various media. The campaign planners made sure that media they hoped to use were in fact available to them. The approval of the police chief was needed for street banners; the director of culture and arts gave approval for the film clip showings. The registration department provided addresses for the mailings.

In the last three days before the beginning of the campaign 200 banners were placed over busy street intersections and about 4,500 posters were put in shop windows and on walls in buildings and clinics. (Posters had the most problems in the campaign: street sweepers began to take some down after three days; shopowners started removing theirs after about a week.) During the full-scale campaign, radio spots were changed once a month. Each of the two largest newspapers ran full-page advertisements five times during the campaign. Midway through the campaign, 460,000 inserts were placed in all newspapers and magazines in the province. In addition to advertising, the newspapers carried about 50 news items during the three months. The sound truck covered each street in the provincial capital at least once during the final month.

In addition to the problems with the posters, there were problems with the address list for the mailings. About 14 percent of the women's addresses were incomplete or inaccurate and the materials were returned. About two percent of the mailings to the leadership group came back. A newspaper carried an article about a young mother who died while using the pill. Another paper criticized the intensity of the campaign though acknowledging the need for it.

### The Budget

Researchers who studied the campaign concluded that it cost \$2.75 per new acceptor. This is based on the conclusion that the project increased acceptances 40 percent over what would have happened had there been no campaign. The researchers were unable to give relative cost-effectiveness for each of the media used, but did list total costs per medium. Radio, which was cited after the campaign by many persons as a source of family planning information, cost relatively little. Radio time was free and about one percent of the campaign budget was spent on scriptwriters. There were some costs for translation but these were listed with printing. About 43 percent of the budget went for translating and printing of materials presumably the radio spots, posters, mailings, and inserts. The next largest budget item was the film, which used about one-fourth of the budget. Other costs connected with the inserts and mailings were small. The budget does not include staff costs but does include overtime costs of about 16 percent. The campaign was repeated in several other provinces in Iran making use of the materials already developed and reducing campaign cost per acceptor in those provinces to between \$.85 and \$1.65.

Item	Quantity	Cost US\$
Banners	200	410
Film clip		
production		2,000
prints	14	322
Mailings	1,500	61
Newspaper		
inserts	60,000	317
advertisements	1 <sup>a</sup>	248
Exhibits	20	126
Scriptwriters		86
Translating and printing		
various materials		3,708
Over-time		1,400
Total		\$8,678

<sup>a</sup> Placed in many newspapers.

## SOMETHING TO DO

Develop an outline of a mass media campaign aimed at one or more of the priority audiences you have identified. Use the material you have already pulled from your media file in your Workbook page 24 and follow the five steps we have listed in selecting media. Briefly identify the audience(s) you have in mind, the communication approach, and messages. Concentrate your thinking on the media.

As a self-test, discuss your campaign with others in your group and evaluate each others' campaigns. Or compare your campaign with that developed in Isfahan. Have you identified any shortcomings in the Isfahan campaign?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.







### Advertising Techniques

The principle of repeating a message through several channels is a basic one in commercial advertising. The Isfahan planners adopted the idea of a campaign theme from commercial advertisers. Family planning communication planners have been looking increasingly at the commercial advertising field to see which of that industry's successful techniques can be used effectively in family planning campaigns. In some cases, these programs have hired commercial agencies or the agencies have donated their expertise as a public service to develop a family planning advertising campaign.

No matter what the relationship between the program and the industry, the principles are valuable. According to Richard K. Manoff, head of a New York firm, advertising relies on the "reach and frequency technique" through which a message--very short and devoted to one idea at a time, and expressed clearly and appealingly--is aimed at the widest possible audience as frequently as possible.\* Broken down into its elements the "reach and frequency technique" uses (1) a message consisting of the essence of an idea using minimum length with maximum comprehension of content; (2) delivery of the message to highly concentrated audiences of selected population groups; (3) frequency of exposure so that the message is fixed in the memory; and (4) continuity of exposure over long periods of time.

Examination of the operations of an advertising agency will help us understand this approach better. Basic to the success of any advertising campaign is reliance on factual information.

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### EXAMPLE

Manoff describes the development of a campaign:

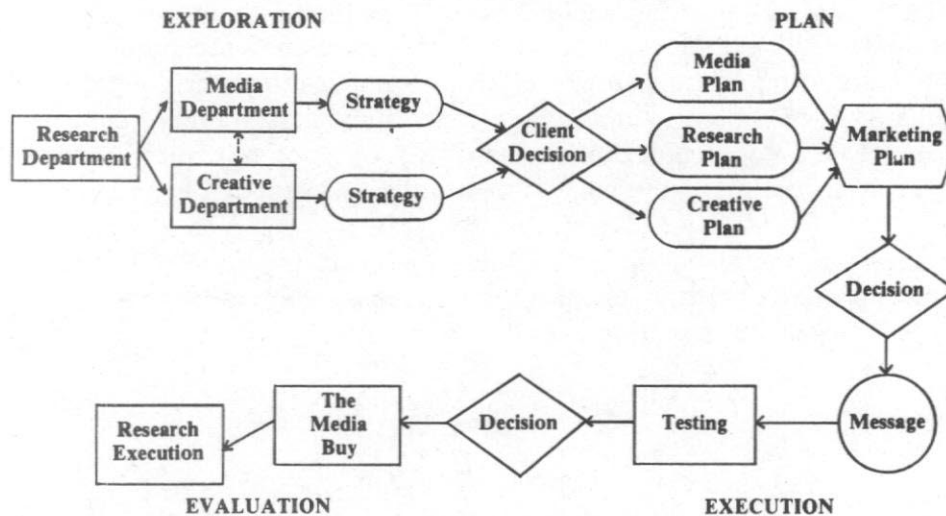
The process begins with the Research Department. How much do we know about the problem? What do we know about the family planning situation among the members of our target audience? What are their attitudes? Are they interested in family planning? Why not? Etc. This input goes to the Media Department at the same time that it is received in the Creative Department.

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\* For a more complete summary of advertising principles and how they apply to family planning campaigns, see "The Techniques They Call Advertising," by Richard K. Manoff in Using Commercial Resources in Family Planning Communication Programs: The International Experience. Michael McMillan, ed. (Honolulu: East-West Communication Institute, 1973.)

The people in the Media Department examine the information in terms of the media considerations--the best medium for the message and the best times on radio or television in which to reach the members of the audience we are seeking. This eventually evolves into a media strategy worked out in consultation with other members of the team. Media people may suggest to the Creative Department that it avoid creating materials for newspapers, for example, in view of the fact that the desired audience is not reachable through that medium. Or, it may suggest that television would be inappropriate since the people we are seeking to reach live in rural areas where there may not be enough television coverage to justify such a media decision.

#### DEVELOPMENT OF A MEDIA CAMPAIGN



From such internal activity eventually evolves a set of strategies--a media strategy, a creative strategy, a research strategy, and even a promotion strategy. Before the agency begins its work of actually developing the necessary materials, these strategies should be agreed to with the client. It is your responsibility to see to it that you fully concur in these strategies before the agency undertakes the task of executing them into advertising messages. They will come to you and say "here is the creative strategy we believe should dictate the nature of our message."



By that they mean in this strategy statement are defined those elements that should be incorporated in the messages. They should be expected to document this strategy recommendation on the basis of the research and the other data that were gathered at the start.

The media people will say in their strategy statement, for example, that they will use radio in the early morning hours before rural people go into the fields to work because it is the best time of the day to reach them. If, in fact, your target audience is rural, then the strategy would seem to be well indicated.

Thus far no advertising materials have been started because the strategies have yet to be approved. As a result of the series of conferences, the decisions are finally arrived at and every department of the agency now knows its plan of action as elucidated in the set of strategies. The result of all this planning activity is the marketing plan, which incorporated all the background information on the situation, a review of the research, a definitive statement and analysis of the problem and the target audience and the agreed-to strategies for each activity.

This marketing plan is the bible of the campaign. Once the decision is made to accept the marketing plan, the real work of developing the advertising campaign begins. The creative Department moves ahead and in full observance of the creative strategy, begins to develop the messages which will eventually appear in print or on radio or on film, etc.

When these are ready they must be tested as previously indicated. When our messages are approved and produced, the starting date is set for the campaign and newspaper space or the radio or television time is purchased.

Once the campaign begins, we enter the waiting and watching stage and the period of evaluation or post-testing. The latter is important in order for us to know the extent to which our campaign is having effect on the knowledge, attitude and practices of our target audience. This is done according to well-established procedures.

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[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



#### SOME ANSWERS

1. Audience analysis--Just as the Isfahan planners conducted a pre-survey of media habits and audience attitudes towards family planning, the advertising agency's research department gathers this same information. The advertising agency's media department may already have the media exposure information on hand as part of its regular operations.
2. Developing strategies--This is the process of combining the information gained about media exposure into decisions about media use. Certainly such decisions were made in the Isfahan campaign, though they are not made explicit in the case study. What was emphasized was the creative strategy--a plan for developing messages that would answer some of the questions about family planning in the minds of the target audience.
3. Planning activities--Both approaches show considerable attention to planning before conducting the campaign. In Manoff's description the creative department develops a series of messages based on a strategy that are then submitted to extensive pretesting. Only then are they produced as campaign materials, and media time and space are purchased. The Isfahan campaign planners devoted as much time to preparing materials as they did to either phase of the campaign.

## MASS MEDIA AND INTERPERSONAL COMMUNICATION

Mass media communication should also be developed in close coordination with person-to-person communication efforts. Research has shown that a combination of media and personal communication is more effective than either media or personal communication alone.

In the Isfahan Communication Project, for example, special efforts were made to integrate the mass media campaign with a strategy of involving community leaders and community service workers on the promotion of family planning. Efforts were concentrated in two districts--a depressed urban area and a rural area. Surveys taken throughout the mass media campaign showed that after visits by health corps workers the campaign slogan was known by 95 percent of all women in the target areas, much higher than for the rest of the population.

The mass media efforts and person channels of communication can be mutually supportive. Mass media information can help meet some of the information needs of fieldworkers; and fieldworkers can reinforce and provide data for the mass media approaches.

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### EXAMPLE

For example, one of the effects of the SITE satellite television experiment in India noticed by the Press Institute of India is the enthusiasm it created among fieldworkers for various development agencies. The programming of agricultural or family planning development information on television gave them a new impetus because of the recognition that their work now had.

\*\*\*\*\*

[illegible]



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## SOME ANSWERS

### Media Support for Personal Communication

1. Audiovisual aids, print materials, and films can be used in group discussions. In particular, print materials can be left with members of the audience after the fieldworker has finished a presentation.
2. Mass media campaigns can provide a climate of acceptance for visits by fieldworkers. They can inform audiences that fieldworkers are making visits and can build trust for the messages of the fieldworker after personal contact; mass media can repeat and reinforce the messages carried by the fieldworker.
3. Mass media can also be used to communicate with the fieldworkers themselves. Mass media messages can remind and reinforce in them important campaign themes or positive messages; campaigns can provide an atmosphere that creates new enthusiasm for their work.

### Fieldworker Support of Mass Media

1. Fieldworkers can provide useful information on audience knowledge and attitudes that can be used in the development of mass media messages. They can also provide feedback to campaign planners on how mass media messages are being received by audiences.
2. Fieldworkers can draw audience attention to mass media content. A fieldworker can suggest someone read a recent newspaper or magazine article, listen to an upcoming radio broadcast, or tune in regularly to a television drama program.
3. Fieldworkers can organize listening groups often called radio forums or reading groups to discuss the content of media programs.

You may have listed other approaches. Discuss these with others in your group.

## MEDIA FORUMS

The potential of radio or other media forums is receiving attention in various programs. An example of this approach are the Radiophonics schools in Latin America. Lessons are broadcast over radio to provide basic education, such as literacy training, with trained monitors to guide listening groups through their lessons. The educational programs are supplemented by news, agricultural programs, religious training, and, in Colombia, family planning content. The radio programs are also supplemented by printed materials including a weekly newspaper.

For further examples, review the section in the television unit on viewing groups in Senegal and the teleclubs in Vietnam (see pages 237-238).

Research has shown the usefulness of such forums in diffusing family planning innovations and has led to the following conclusions:\*

1. Group pressure encourages attendance and participation at the forums.
2. Attitude change is seen as more likely when it is a result of a collective decision in which the individual has a voice.
3. Feedback from the groups is usually built into such programs leading to improved programming.
4. Opinion leaders can be attracted to the forums to increase support for change in the community.

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\* For more discussion of media forums see Everett M. Rogers, Communication Strategies for Family Planning (New York: The Free Press, 1973), pp. 280-284.

## SUMMARY

In this unit we have tried to illustrate some general principles about the use of mass media for family planning. These principles are:

1. Mass media efforts will be more effective if several channels are used in coordination.
2. Any mass media efforts should be the result of a planning process based on adequate research.
3. Messages developed for one medium should complement and reinforce those developed for another medium; you can get extra return for your efforts if you adapt messages, themes, and slogans from one medium to another.
4. In adapting materials from one channel to another, consideration should be given the appropriateness of each medium for the communication approach taken.
5. Campaigns can be an effective variation in your overall communication program, focusing attention on family planning within a given period of time.
6. The work of commercial advertising agencies can be a useful model or be a useful resource for your family planning communication efforts.
7. Family planning fieldworkers can support the mass media program, if attention is given to providing them with mass media support.

### SELF-TEST

1. List and explain the five steps in selecting media.

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2. List at least two advantages of communication campaigns.

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3. List the four elements of the "reach and frequency approach" of commercial advertising.

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4. List several ways in which mass media and interpersonal channels can be used together.

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5. List at least two advantages of radio forums.

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### ANSWERS TO SELF-TEST

1.
  - (1) List channels that reach your audience.
  - (2) Evaluate each channel in terms of the communication approach to be used.
  - (3) Determine whether appropriate media are available.
  - (4) Determine the cost-effectiveness of available media.
  - (5) Use several channels.
2.
  - (1) Because campaigns have specified beginning and end times, it is easier to evaluate how well goals are met.
  - (2) Campaigns provide a change of pace for staff and renew interest and motivation.
  - (3) When messages are multiplied through several channels over a short period of time there is a greater chance of an individual being reached.
3. The "reach and frequency" technique uses:
  - (1) a message consisting of the essence of an idea using minimum length with maximum comprehension of content;
  - (2) delivery of the message to highly concentrated audiences of selected population groups;
  - (3) frequency of exposure so that the message is fixed in the memory; and
  - (4) continuity of exposure over long periods of time.
4. Check your answers against the list in the text on page 414. You have probably listed good approaches that are not in the text.
5. (Take answer verbatim from list in text [page 53]).

## APPENDICES



## APPENDIX I

### GETTING MORE OUT OF THE MASS MEDIA

By Frank Wilder\*

#### Which Media Are Best?

The following list of media attempts to be rather exhaustive. It may not include special media that are prominent and useful in some countries, while it may contain some media either non-existent or of little use in some countries. It can serve, however, as a check-list against which a specific country media list can be made, the first step toward selecting the media appropriate to a particular objective at a given moment in the programme's development.

#### A. Newspapers

1. News stories
2. Feature stories
3. Special articles
4. Editorials
5. Letters to the editor
6. Regular opinion columns
7. Photographs
8. Cartoons
9. Special supplements
10. Advertisements

#### B. Magazines and Other Periodicals

11. Feature articles
12. Short stories
13. Technical articles
14. Humorous anecdotes
15. Photographs
16. Cartoons
17. Special issues
18. Advertisements

#### C. Radio

19. News
20. Dramas
21. Songs

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\* Excerpted from Frank Wilder, "Getting More Out of the Mass Media--A Modern Guide for Modern Family Planning Programmes," in R. K. B. Hankinson, ed., Family Planning and National Development (London: IPPF, 1969). Reprinted by permission of the International Planned Parenthood Federation.

- 22. Talks
- 23. Interviews
- 24. Panel discussions
- 25. Special documentary shows
- 26. Spot announcements

D. Television

- 27. News
- 28. Dramas
- 29. Songs
- 30. Illustrated talks
- 31. Interviews
- 32. Panel discussions
- 33. Special documentary shows
- 34. Spot announcements
- 35. Films

E. Motion Pictures

- 36. Full-length, for commercial cinema houses
- 37. Full-length, for programme's mobile audio-visual units ("cinema vans")
- 38. Short documentaries, for movie houses
- 39. Short documentaries, for mobile units
- 40. Short motivational films, for movie houses
- 41. Short motivational films, for mobile units
- 42. "Quickies" (1 to 3 minutes), for movie houses
- 43. "Quickies" (1 to 3 minutes), for mobile units
- 44. Newsreels

F. Filmstrips

- 45. Informational
- 46. Motivational
- 47. Instructional

G. Slides

- 48. Advertising type, in cinema houses
- 49. Informational
- 50. Motivational
- 51. Instructional

H. Printed Materials

- 52. Posters
- 53. Wall newspapers
- 54. Leaflets ("Handouts")
- 55. Folders & Brochures
- 56. Pamphlets & Booklets
- (57 through 60 have been omitted)

I. Outdoor Billboards

- 61. Lighted (Neon)
- 62. Unlighted

J. Permanent Metal Signs

- 63. On bus sides or back
- 64. In railway coaches
- 65. On public buildings (post offices, etc.)
- 66. On trees, roadside culverts, and telephone and light poles
- 67. On rickshas, taxis, ferries and boat-taxis
- 68. In hospitals and clinics
- 69. Where contraceptives are sold

K. Outdoor Painting

- 70. On walls and buildings, large
- 71. On bus stop shelters
- 72. On railway cars
- 73. At factories, petrol stations, etc.
- 74. Small stencil paintings

L. (75) Exhibitions

M. (76) Song and Drama Troupes

N. Other Media

- 77. Street Banners
- 78. Matchbox covers
- 79. Backs of rail & bus tickets, telephone directories, monthly bills, etc.
- 80. Hand fans
- 81. Automobile stickers
- 82. Elephants

O. Other Channels

- 83. Direct mail (information printed materials)
- 84. Air dropping (basic-awareness and motivational printed materials)

## APPENDIX II

### 25 CRITICAL OBSTACLES TO FAMILY PLANNING\*

- I. Fears of permanent damage to health from prolonged use of pill, IUD, or other contraceptives.
- II. Fears of the short term side effects of the pill and IUD.
- III. Lack of leadership awareness that the masses want family planning.
- IV. Irrational fears of the vasectomy method
- V. Inadequate communication between husbands and wives about ideal family size, spacing, contraceptive methods, and whether to practice family planning.
- VI. Insufficient emphasis on the spacing of children among young adults
- VII. Slowness to desexualize family planning and reduce shyness about family planning behavior
- VIII. Negative influence of peers and elders
- IX. Family planning rumors
- X. Lack of awareness of family planning services
- XI. Failure to diffuse information about private and commercial family planning sources
- XII. Prejudices for and against particular methods of contraception
- XIII. Tolerance of the low status of women and weak support of the movement for women's rights
- XIV. Contraceptive fatigue, carelessness, and negligence
- XV. Desire to have a large family for personal reasons
- XVI. Fatalism and control of one's own career

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\* From Remsberg, et al., (1975). Radio and Television Spot Announcements for Family Planning. Chicago: University of Chicago, Community and Family Study Center, pp. v-vii.

- XVII. Anxieties about contraceptive failure
- XVIII. Male preference in childbearing
- XIX. Neglect of environmental protection, national economic development, and community welfare as motives for family planning
- XX. Insecurity in old age
- XXI. High infant mortality
- XXII. Infidelity and modern family planning
- XXIII. Exaggeration of the economic value of children
- XXIV. Withholding family planning information from sexually active teenagers and other mature unmarried persons
- XXV. Underexploitation of the immediate and intermediate advantages and benefits of family planning

### APPENDIX III

#### PAK PANUT CARTOON SLIDE SETS

Pak Panut is a series of stories done in cartoon slides, about a poor Javanese farmer who is the father of six children. The series is being used to provide information and motivate the viewers--but also to entertain. The producers, Nancy and David Piet, aware that rural people have little in the way of entertainment, chose this approach to introduce the subject of family planning which is still a strange and modern concept to some rural people.

The Panut stories all begin in a humorous way; the pictures are bright and cheerful. The problem isn't presented until the audience is "hooked," and then it is presented in a way that parallels the viewers' life experiences. The audiences can identify the problem and thus can accept and understand the family planning message. By the time the film is ended, shyness in discussing a topic as delicate as human reproduction has been broken down and the viewers can talk about it and ask questions.

The formula the Piets use in all of their films is to devote the first 12 to 24 slides to setting the stage for the introduction of the problem. These first slides are intended primarily to entertain. The problem is then introduced and for the next 12 slides, it is developed. Next a character is introduced who will present the solution to the problem and will relate the solution to family planning. This character, the Piets say, sometimes has to be contrived, but the audiences usually are unsophisticated enough so they don't object. The final slides are motivational. The central character "receives" the message about family planning and takes action.

#### PAK PANUT DAN SI GUNUNG--PAK PANUT AND GUNUNG

SYNOPSIS: 72 slides with sound track in Indonesian and Javanese. Running time: 22 minutes. These slides are in cartoon format and tell the story of a Javanese farmer and some of his everyday problems. A parallel is drawn between Panut's lack of daily planning and his lack of family planning. In this "fable" Panut is advised by a friend to go to the family planning clinic. The final slide shows Mr. and Mrs. Panut approaching the clinic where they are welcomed by the midwife.

#### SCRIPT:

- |     |       |  |
|-----|-------|--|
| 01. | MUSIC | Intro.   |
|     |       | <u>Picture 1</u>   |
| 02. | ANNX. | Friends, this is<br>Pak Panut and<br>his buffalo<br>named si-Gunung<br>(mountain). |





03. ANNEX.

Picture 2  
Pak Panut is very happy! He feels like dancing here and there. Why?

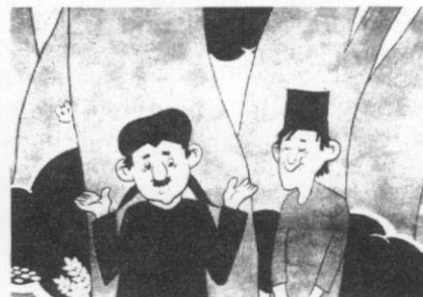


Panut's poor planning which results in a shed that is too small for the buffalo is compared to Panut's lack of planning for the number of his children. Both the message and the picture illustrate the humor incorporated into the entire story.

04. ANNEX.

Picture 3  
He has just acquired a new buffalo. It is not quite his buffalo but . . .

This man-to-man conversation between friends is intended to legitimize not only the concept of family planning but also talking about family planning.



05. ANNEX.

Picture 4  
. . . he got it through a man in Solo. Panut is to care for the buffalo for the man.

06. ANNEX.

Picture 5  
Pak Panut was very proud of his buffalo and stopped to greet all of his friends on the way home.

07. PANUT

Heeeeeiii . . .  
Mas, look at my buffalo!

08. FRIEND

Picture 6  
Eeeeeii Pak Panut, where did you get that great buffalo? It looks like a good worker, a champion!

09. ANNEX.

Picture 7  
When he got to his village, Panut's whole family came out to meet him.

10. SOUND

Happy women and children.

11. Bu PANET

Pak, Paaaak . . .  
what a big buffalo . . .

12. BEJO

Is this ours to keep, Pak?



- |     |       |   |     |       |   |
|-----|-------|---|-----|-------|---|
| 13. | ANNX. | <u>Picture 8</u><br>The family named the buffalo Gunung and he was true to his name. He was so big, and such a hard worker. | 14. | ANNX. | <u>Picture 9</u><br>(flute in background thruout)<br>Bejo took the buffalo to graze by the roadside everyday.   |
| 15. | ANNX. | <u>Picture 10</u><br>(water splashing thruout) And every evening Bejo would wash Gunung in the river.                       | 16. | ANNX. | <u>Picture 11</u><br>It was a better life for Panut since Gunung came to their house. So, one day he decided he could afford to build a shelter for Gunung. |
| 17. | ANNX. | <u>Picture 12</u><br>He went off to the bamboo grove . . .  | 18. | ANNX. | <u>Picture 13</u><br>(bamboo being cut and falling in background) . . . and cut all of the bamboo he needed.  |
| 19. | ANNX. | <u>Picture 1</u><br>He carried the bamboo home and started to build the shelter.  | 20. | ANNX. | <u>Picture 15</u><br>He dug the holes and inserted the corner posts.  |
| 21. | ANNX. | <u>Picture 16</u><br>He carefully thatched the roof.  | 22. | ANNX. | <u>Picture 17</u><br>When the shelter was finished, everyone came to see it.  |
| 23. | ANNX. | <u>Picture 18</u><br>Bejo came with Gunung and started to lead him into the shelter.  | 24. | ANNX. | <u>Picture 19</u><br>But, Gunung's stomach was too fat!   |

Slowly, in the introductory slides, the writers introduce the problem. By the 24th slide the audience is drawn into the story--and interested in learning what happens next.

During the next 12 or 14 slides, the problem is emphasized. The hut Pak Panut built for his buffalo is too small. His neighbors ridicule him. He goes off to be alone.

In the 36th slide, the writers introduce the character who will provide the solution to Pak Panut's problem and relate it to family planning.

- |     |       |  |     |       |   |
|-----|-------|--|-----|-------|---|
| 39. | ANNX. | <u>Picture 34</u><br>Panut quickly left the women and went on until he arrived at the forest. (very quiet mood music begins, birds singing).   | 40. | ANNX. | <u>Picture 35</u><br>Ah . . . at last Panut had found a quiet place . . .   |
| 41. | ANNX. | <u>Picture 36</u><br>Panut sat down and started to think. But, he had been there only a moment when his friend, Kabul, came up behind him.   | 42. | KABUL | <u>Picture 37</u><br>(off mike) Eeee, Panut . . . I heard about the trouble with your buffalo shelter and came to find you. Why the trouble, Nut?   |
| 43. | PANUT | <u>Picture 38</u><br>It is certain that you are a good friend, Bul. Thank you for caring. About the shelter . . . I tried to build it correctly--but, as you have heard, Gunung did not fit into it. | 49. | KABUL | <u>Picture 44</u><br>But, Nut, did you measure the buffalo? You know, the first thing you should do is measure it. After that you can build the shelter. I can help you do it over when we get home. (pause) But, before we go, tell me . . . why did you run away up here? |
| 50. | PANUT | <u>Picture 45</u><br>My house is so noisy and crowded I could not stand it any longer. There are too many people in it.  | 51. | KABUL | <u>Picture 46</u><br>(laughingly) Isn't it clear, Nut, you were not careful to plan your family ahead of time . . . just as you did not plan the buffalo shelter first.   |

52. KABUL Picture 47  
Nut, remember  
when we were young  
men? We both had  
great plans,  
remember?

53. KABUL Picture 48  
And your wife was  
lovely and your  
house was little, but  
just right for you  
two.

54. KABUL Picture 49  
Bejo was born soon  
after you married . . .  
and then Amina. Allah  
blessed you very much,  
Nut.

55. KABUL Picture 50  
I still remember  
your house as it was  
then, filled with  
good things. You had  
enough good food,  
clothing, and a radio.  
And Bejo was going  
to school.

56. KABUL Picture 51  
But, then you got  
careless, right? And,  
you had one child after  
the other.

57. KABUL Picture 52  
And now you have six  
children. Your house  
is no bigger than  
when you had only two  
children. And, what  
is worse? Your in-  
come is no bigger  
either!

58. PANUT Picture 53  
Bul, you say the  
truth. But what can I  
do now? I am the  
father of these children  
now.

59. KABUL Picture 54  
It is true that you can-  
not throw away your  
children. And you  
must take good care  
of them.

60. KABUL Picture 55  
But, there is one thing  
you can do to safeguard  
their future, Nut.  
Think about your wife.  
She is still young and  
even though she has  
had six children, she  
could have many more.  
And, you cannot  
afford more children!

61. PANUT Picture 56  
But, what can I do?

62. KABUL      Picture 56  
(almost whispering)  
I will tell you what  
my wife and I do,  
Nut. I think it is a  
solution for you too.

63. KABUL      Picture 57  
We have planned our  
three children. We  
decided when each one  
would be born. We  
did this with the help  
of the midwife at the  
family planning  
clinic.

64. KABUL      Picture 58  
The midwife is a very  
nice person and talked  
to my wife about all  
different sorts of  
methods. They all  
prevent pregnancy.  
Then, my wife and I  
chose the one we want  
to practice.

Panut's friend tells him about the clinic in greater detail, helps him to plan and re-build the buffalo's hut. In the last frames, the hero takes action, goes to the clinic to find out about family planning.

74. PANUT      Picture 68  
I intend to heed  
your advice about  
family planning. I  
will talk to my wife  
tonight.

75. ANNX.      Picture 69  
That night, after the  
children were asleep,  
Panut told his wife all  
that he had learned  
from Kabul that day.  
And she agreed to go  
with Panut to talk with  
the midwife at the  
family planning clinic.

76. ANNX.      Picture 70  
So, the next day  
Pak and Bu Panut  
went to the clinic  
and talked to the mid-  
wife about family  
planning.

77. MUSIC      Picture 71  
Extro.

This humorous slide set can be viewed by general audiences of all ages. Its main thrust is motivational in nature in terms of getting people to think of the concept of daily planning and ultimately family planning.

When this slide presentation is shown, it is followed by a question and answer period, to encourage dialogue which reinforces the family planning message. This is a classic example of how an audio/visual presentation can entertain and instruct at the same time.

MANAGER'S GUIDE

## INSTRUCTIONAL METHOD

Using the Media is a self-contained instructional package that can be used by an individual learner. However, it is undoubtedly more effective when undertaken by a small group of about ten to fifteen persons. Many of the exercises have no single correct answer and rely primarily on group discussion to review individual responses to the exercises.

The manager is not a teacher but instead facilitates the process of learning from the resources in the module and within the group. The manager should be acquainted with the broad range of media described in the text and have experience working with the media in a population or family planning program. Although the module draws upon communication theory and research, practical experience in getting material into the media is a more useful resource in a module manager.

It is also helpful to have as resource persons professionals from most if not all of the media covered in this text. They would be asked not only to supplement the material in each unit on "Know the Media," but also to describe what criteria they use in evaluating information or proposals for coverage that they might receive from a family planning information officer. Depending on time available for the workshop, one or two field trips might be included, bringing the workshop group to the resource person who could take the group through the steps of, for example, preparing a radio or television magazine program or preparing a printed brochure.

## STRUCTURE OF THE MODULE

The module is divided into units covering in-depth several major communication media with a final chapter on using media in concert:

Unit I	Newspapers
Unit II	Magazines
Unit III	Radio
Unit IV	Television
Unit V	Print Material
Unit VI	Other Media Options
Unit VII	Using the Media Together



Each of the units is divided into two major sections, "Know the Medium" and "Know Your Job," that indicate the major objectives of this module. Under "Know the Medium," we have summarized the basic information one needs to know about each medium to use to use it. This is not the same as knowing how to direct or operate a medium or media operation from the inside, that is, how to edit a newspaper or write a drama for folk theatre. But one should know how to write a news release that will catch the attention of a newspaper editor or convince folk theater performers of the importance of including family planning messages in their material. This is the subject of each "Know Your Job" section.

The Workbook is planned as a resource book that each module participant will develop for his working situation. A major part of the Workbook is a suggested format for a media file in which the participant collects as much information as he can on media availability, staffing, and operations to deal effectively with the media personnel. We hope that the module participant will use this section in whatever way is most useful to him or her--put it in a loose-leaf binder to facilitate additions and revisions, cross reference it, or use another filing system that might be more convenient.

### SUGGESTED TIME SCHEDULE

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>	<u>Day 7</u>
<u>Group discussion</u>	<u>Group discussion</u> Newspapers: Know Your Job Review exercises Resource speaker from newspaper	<u>Group discussion</u> Magazines: Know Your Job	<u>Group discussion</u> Radio: Know Your Job	<u>Group discussion</u> Television: Know Your Job Exercises	<u>Group discussion</u> <u>Unit VI: Other</u> <u>Media Options</u> Exercises	<u>Presentation</u> Multimedia of campaigns
<u>Begin Unit I</u> Discussion: Know Newspapers Develop newspaper file	<u>Begin Unit II</u> Discussion: Know Magazines Develop magazine file	<u>Begin Unit III</u> Discussion: Know Radio Develop radio file	<u>Begin Unit IV</u> Discussion: Know Television TV field trip Develop TV file	<u>Begin Unit V</u> Discussion: Know Print Media Know Your Job	<u>Begin Unit VII</u> <u>Group discussion</u> Preparation of multi- media project	
<u>Reading</u> Newspaper exercises Exercises on news	<u>Reading</u>	<u>Reading</u> Exercises on radio spots	<u>Reading</u> Television spots			

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THE EAST-WEST CENTER is a national educational institution established in Hawaii by the U.S. Congress in 1960 to "promote better relations and understanding between the United States and the nations of Asia and the Pacific through cooperative study, training and research."

Each year the East-West Center brings together more than 1,500 men and women from the many nations and cultures of these regions. They work and study together while exchanging ideas and experiences in cooperative programs seeking solutions to important problems of mutual concern to East and West. For each participant from the United States in Center programs, two participants are sought from the more than 60 countries and territories in Asia and the Pacific area.

Five institutes with international, interdisciplinary academic and professional staffs conduct the East-West Center's problem-oriented programs. East-West areas on which Center programs are focused include communication across national barriers, culture and language learning, food systems, population dynamics, and technological adaptation in developmental processes aimed at improving the quality of life. Each year the Center awards a limited number of Open Grants for graduate degree education and innovative research by Senior Fellows in areas not encompassed by institute programs.

The Center is directed by an international Board of Governors of a public, non-profit educational corporation—known as the "Center for Cultural and Technical Interchange Between East and West, Inc."—created by the Hawaii State Legislature in 1975. The United States Congress provides basic funding for Center programs and for the variety of scholarships, fellowships, internships and other awards. Because of the cooperative nature of Center programs, financial support and cost-sharing arrangements are also provided by Asian and Pacific governments, regional agencies, private enterprise and foundations. The Center is situated on land adjacent to and provided by the University of Hawaii, which conducts classes and grants degrees for degree-seeking East-West Center students who also are involved in the Center's problem-oriented programs.

THE EAST-WEST COMMUNICATION INSTITUTE concentrates on the use of communication in economic and social development and in the sharing of knowledge across cultural barriers. The Institute awards scholarships for graduate study in communication and related disciplines, primarily at the University of Hawaii; conducts a variety of professional development projects for communication workers in specialized fields of economic and social development; invites Fellows and visiting scholars to the Center for study and research in communication and to help design projects; offers Jefferson Fellowships for Asian, Pacific, and U.S. journalists for a semester at the Center and the University of Hawaii; conducts and assists in designing and carrying out research; arranges conferences and seminars relating to significant topics in communication; conducts a world-wide Inventory-Analysis of support, services and country program needs in communication programs; assembles relevant communication materials with emphasis on Asian and Pacific material and makes these available for students, scholars, and practitioners at the Center and elsewhere; and publishes papers, reports, newsletters, and other materials emanating from the above activities.